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ABSTRACT

Descriptions are provided of the 175 projects supported by the Fund for the Improvement of Postsecondary Education in 1978-79. The projects address the broad range of educational needs represented in the proposals submitted to the Fund's Comprehensive Program. About half the projects are newly funded, and half are renewals. Project descriptions are listed alphabetically and by the eight problem areas that comprise the Comprehensive Program. The problem areas are: (1) extending effective educational opportunity to those still not adequately served by the system; (2) meeting individual needs in a mass system; (3) improving programs, personnel, and instruction for more effective education; (4) creating and applying more meaningful criteria for the award of postsecondary credentials; (5) reducing costs and stretching the educational dollar; (6) making better use of educational resources beyond colleges and universities; (7) helping people make better choices about whether, when, and where to enroll for education beyond high school; and (8) preserving institutional vitality in the face of growing rigidity and regulation. The project descriptions were written chiefly by the project directors. (SW)

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ED163854

Resources for Change
A Guide to Projects
1978-79

U.S. Department of Health, Education, and Welfare
Education Division

THE FUND FOR THE
IMPROVEMENT OF
POSTSECONDARY
EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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THE FUND FOR THE
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POSTSECONDARY
EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., SECRETARY

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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
Ernest Bartell, c.s.c., DIRECTOR

FOREWORD

This, the fourth issue of Resources for Change, includes the descriptions of the 175 projects supported by the Fund in 1978-79. The projects address the broad range of educational needs represented in the proposals submitted to the Fund's Comprehensive Program. About half the projects are newly funded, and half are renewals. The Comprehensive Program is the core of the Fund's ongoing activities; it enables us to listen and respond to the need for improved access and quality in postsecondary education as expressed by students, faculty, and administrators.

In making its awards, the Fund seeks to identify genuine improvements in educational practice. While many range from appropriate adaptations of existing models in new settings to bold departures from current practice, always, the Fund seeks significant improvement rather than mere novelty.

Although the project descriptions are listed alphabetically, we have also included a section titled BRIEF DESCRIPTIONS OF PROJECTS BY PROBLEM AREA, which lists and briefly describes the projects under each of the eight problem areas that comprise the Comprehensive Program. Please note, however, that virtually every Fund project could probably be listed under other problem areas as well as the one chosen here. Readers who want further breakdowns of projects by categories should consult the indexes at the back of the book; they list projects by Improvement Approach, Curricular Content, Institutional Type, Population Served, and Region.

The heart of the book is the project descriptions themselves. Once again these have been chiefly written by the project directors. We have suggested a standard format, but we have not tried for exact conformity.

THE FUND

Established by the Education Amendments Act of 1972, the Fund seeks to encourage reform, improvement and innovation in postsecondary education. The Fund is a separate organizational unit within the Department of H.E.W. under the general supervision of the Assistant Secretary for Education.

The Director of the Fund is Rev. Ernest J. Bartell, c.s.c. The Director and staff of the Fund are responsive to a fifteen-member Secretarially-appointed Board of Advisors composed of educational and public interest representatives. They assist in the determination of funding priorities and in the review of proposals.

The Fund provides assistance to postsecondary educational institutions and agencies, including not only colleges and universities but also private trade, technical and business schools; counseling, referral, and testing agencies, professional associations; state educational agencies; new as well as established educational institutions; student organizations; cultural institutions and organizations; and free-standing community groups.

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BRIEF DESCRIPTIONS OF PROJECTS BY PROBLEM AREA

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A. EXTENDING EFFECTIVE EDUCATIONAL OPPORTUNITY TO THOSE STILL NOT ADEQUATELY SERVED BY THE SYSTEM

American Center for the Quality of Work Life, Washington, D.C.

Introduces the concept and methods of educational brokering at two worksites. Joins labor and management to identify education needs and trains employees to serve as learning advisors.............................. 3

American Foundation of Negro Affairs, Philadélphia, Pennsylvania

Increases minority representation in the legal profession through recruitment of young minority students, enrichment classes, one-to-one preceptorships, and tutorials. The plan provides for community participation and support by creating a partnership with high schools, colleges, law schools, and professions in New Orleans...................... 5

American Red Cross, Washington, D.C.

Trains agency supervisors to assist volunteers with career and educational planning. Four to six agencies in two sites will participate in the program, using a guide that describes competencies developed in positions commonly held by volunteers.......................... 6

Board of Regents of the University of the State of New York, Albany, New York

Selects and trains college graduate ex-offenders to serve as peer advisors to inmates in selected New York State correctional facilities. The project is coordinated by the Regents External Degree Program and employs ex-offenders who had obtained college degrees while incarcerated themselves... 12

Board of Regents of the University of the State of New York, Albany, New York

Works with two different types of noncollegiate organizations over a two-year period to develop models of educational advisement in the employment setting. During this process the project also assists the organizations in establishing effective working relationships with postsecondary institutions.. 13

Boricua College, New York, New York

Extends a pilot internship program by developing paid internships for Hispanic students. Articulates the internship and formal curricula..... 14

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Boston Community School, Boston, Massachusetts

Delivers adult education to the Hispanic community via educational T.V., sponsored workshops, and referral to other agencies.................. 15

University of California - Riverside, Riverside, California

Provides off-campus learning experiences for handicapped students as part of their on-going internship program. The project will recruit students into the program and help obtain community and employer acceptance for handicapped learners.. 20

The Chicago Community Trust, Chicago, Illinois

Increases educational opportunities for older adults by developing ties with over twenty colleges and universities and over twenty-five social service agencies in the Chicago metropolitan area. In addition to creating an educational resource bank, an educational brokering service, and an outreach program, the project assists in the development of new educational programs for older adults.............................. 24

Clark University, Worcester, Massachusetts

Develops and refines a process where adults learn to look at academic issues in terms of their own lives and at their own lives in terms of academic "frames of inquiry"..................................... 27

Colegio Cesar Chavez, Mt. Angel, Oregon

Creates learning counseling teams which approximate a family atmosphere and are thus more supportive of learning. The teams include core faculty, adjunct faculty, and student peers. Evaluation of this process will provide valuable information for other Chicano student programs.. 29

Commonwealth Job Development Center, Hato Rey, Puerto Rico

Establishes adult education for Puerto Ricans living in housing projects, through the use of community educational resources, volunteers, professionals, and learning facilitators................................. 33

Community Congress of San Diego, San Diego, California

Creates educational opportunities for workers in community-based human service organizations. The project will establish a replicable organizational "self-help model" and build the foundations for a decentralized city-wide system of educational counseling................... 34

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Consortium for Urban Education, Indianapolis, Indiana

Establishes a centrally located comprehensive education, information and referral service for working adults. The center also provides testing and counseling, and assists adults in designing individual education plans.......... 37

Employment Opportunities Center, Seattle, Washington

Counsels and refers Asian persons to vocational and other programs in Seattle area institutions.......... 48

Enchanted Places, Taylor, Texas

Develops an educational program to overcome barriers to postsecondary education faced by women in rural areas. Programs in literacy, parenting skills, job skills, and communication are provided.......... 49

Incarnate Word College, San Antonio, Texas

Establishes an outreach program to serve older, single and bilingual women in San Antonio. The project will assist them in making transitions into postsecondary institutions through skills analysis remediation and counseling in a milieu familiar and supportive of the women.......... 61

University of Kentucky, Lexington, Kentucky

Creates paid internships and support services for women returning to college to earn degrees. Internships integrate on-campus learning, direct work experiences, and career exploration for women.......... 73

University of Louisville, Louisville, Kentucky

Develops alternative admissions criteria and procedures for entry into the Kent School of Social work. The new criteria will be more sensitive to the qualities which contribute to effective functioning as a social work professional.......... 80

Lutheran Social Mission Society, Philadelphia, Pennsylvania

Improves curriculum and educational and employment counseling for working class women in a community-based college program that offers an A.A. degree in cooperation with the community college of Philadelphia. The program design combines an understanding of ethnic traditions with consciousness of the changing needs and goals of working class women.......... 82

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Madonna College, Livonia, Michigan

Enables the college to become a major center for the education of deaf and hearing impaired persons. Madonna is providing tutorial assistance, developing new courses and strengthening its programs in interpreting, in order to integrate the deaf and hearing impaired into the life of the college 83

Mercyhurst College (Conference of Small Private Colleges), Erie, Pennsylvania

Addresses the problem of financial access for part-time students by insuring the institution against default of tuition. The project explores whether insurance against default is a more cost-effective way of increasing access to higher education than the more traditional loan and grant programs 35

University of Minnesota - Morris, Morris, Minnesota

Develops a Sioux Indian College Center on the Sisseton-Wahepton Reservation with the assistance of the American Indian Higher Education Consortium. The Center will be responsive to adult learners, and act as a feasibility laboratory for a reservation college 96

National Manpower Institute (National Center for Women and Work), Washington, D.C.

Enables clerical workers to assess their own skills, examine the overall employment structure of the industries in which they are employed, formulate career plans, and acquire the education and/or training necessary to achieve desired occupational mobility 102

New England College, Henniker, New Hampshire

Adapts the best aspects of the Elderhostel model to the regular academic year by modularizing courses so that older adults can participate in short coherent blocks of instruction while full-time students receive a complete academic course. The project encourages intergenerational learning within the realistic limits of the older adult's lifestyles 107

Northern Arizona University, Flagstaff, Arizona

Establishes a resource management training program on four Indian reservations in Northern Arizona. The program will generate information on the resource management needs of reservations as well as design and test educational materials oriented toward the needs of Native American students 110

Great Lakes Colleges Association, Ann Arbor, Michigan

Creates a Women's Studies Program among the twelve member colleges of the consortium. Visiting scholars, exchange of curricular materials, consultants, and training workshops are the primary methods used to improve the status of women students and faculty at each institution........ 53

Hamline University, Saint Paul, Minnesota

Helps faculty to assess student learning gains that result from faculty development activities.. 55

Harvey Mudd College, Claremont, California

Develops interdisciplinary, holistic approaches to teaching and learning through faculty collaboration across the sciences and the humanities. Faculty from at least twelve disciplines participate in workshops and develop curricular materials................................ 57

Illinois State University, Normal, Illinois

Field tests course modules for Introductory Sociology which focus on social issues through common sense, journalistic and sociological perspectives. Develops diagnostic instruments to assess the impact of both modular and conventional classroom instruction......................... 60

Indiana University, Bloomington, Indiana

Improves basic English verbal skills and equips students for foreign language study through techniques based on shared structures among languages. The program has been unusually successful for older and minority students.. 62

Ithaca College, Ithaca, New York

Incorporates basic skills development into the regular content of selected courses in order to meet specific learning needs of students and deficiencies in logical thought and expression......................... 66

Jersey City State College, Jersey City, New Jersey

Implements a field-based, pre-service teacher training program. The program emphasizes preparation for teaching in urban school systems..... 67

League for Innovation in the Community College, Los Angeles, California

Develops guidelines for organizing staff development programs for part-time faculty in community colleges. In addition, develops and tests training materials for part-time faculty.............................. 74

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Standing Rock Community College, Standing Rock, North Dakota

Develops a third and fourth year program focusing on management and social services to meet the needs of a Sioux Indian reservation............143

State University of New York - College at Geneseo, Geneseo, New York

Establishes a resource center which develops, adapts and disseminates relevant career, guidance, and financial information to migrant youth. The project will also coordinate a network of individuals and agencies capable of delivering these services to these students............149

State University of New York - Empire State, Saratoga Springs, New York

Helps other SUNY Colleges adopt the Empire State learning model. Project provides to adults in remote areas of New York State opportunity to participate in an individualized degree program........................148

Tufts University, Medford, Massachusetts

Convenes citizen volunteers, faculty, and graduate students to define urban problems. Identifies projects and resources for environmental planning projects..155

United Auto Workers, Detroit, Michigan

Designs a six-unit retirement and life planning program for UAW blue collar workers. The project will train staff to run the program, test the program with a pilot group, and then spread the program to 17 regions nationally..157

Vincennes University, Vincennes, Indiana

Assists welfare recipients, particularly mothers, in preparing for the successful completion of a two year occupational or transfer college program leading to employment..160

University of Washington, Seattle, Washington

Creates a graduate program in tribal administration that will serve in-career students nominated by their respective tribes. The Graduate School of Public Affairs and the United Indians of All Tribes Foundation are jointly sponsoring the program.....................................163

University of Wisconsin - Stevens Point, Stevens Point, Wisconsin

Attracts Native American students into natural resource professions and trains them by developing a curriculum responsive to their needs. The project also provides technical assistance in resource usage to tribes...169

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B. MEETING INDIVIDUAL NEEDS IN A MASS SYSTEM

University of Florida, Gainesville, Florida

Enlists students to serve in a variety of peer-teaching roles in large lecture classes. The project will evaluate different tutoring models to see how they help students learn and overcome the impersonality of massive institutions.................................... 51

Hofstra University, Hempstead, New York

Establishes a collaborative university-trade union social science program designed to reduce barriers to postsecondary education for working people. The combined resources of Hofstra University and District 65 of the Distributive Workers of America enable workers to pursue a specially designed degree program at convenient times and places and at reduced costs.. 59

Loretto Heights College (University Without Walls), Denver, Colorado

Develops four one-month seminars for individuals wishing to makes the transition from work to education. Each seminar addresses skills in adult development and other career and life planning services............... 79

Mary Baldwin College, Staunton, Virginia

Establishes a non-traditional baccalaureate degree for adult women. The program provides flexible and individualized modes of learning including new approaches to the delivery of support services, certification, and transfer... 84

University of Minnesota, Minneapolis, Minnesota

Assists faculty to better adapt their instruction to the developmental and learning characteristics of their students. The consultation model will be used focusing on individual faculty member's needs............ 97

State University of New York - Stony Brook, Stony Brook, New York

Develops a series of interdisciplinary clusters of courses to encourage greater community of learning among students. The students receive tutoring assistance, instruction in basic methodology, attend a synthesizing seminar, in addition to taking five or six courses which address a common theme...151

Vermont State Colleges, Montpelier, Vermont

Creates an external degree program for adults using the "learning contract" method and mentoring. The program includes career and life planning and relies on institutions throughout the state...................159

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C. IMPROVING PROGRAMS, PERSONNEL AND INSTRUCTION FOR MORE EFFECTIVE EDUCATION

American Sociological Association, Washington, D.C.

Continues for six months, a project enhancing the quality of teaching of undergraduate sociology through the dissemination of improved teaching practices and curricular materials.............................. 7

University of Arizona, Tucson, Arizona

Adapts the PLATO system of computer assisted instruction for use with Indian students. Covers areas of English writing skills, precalculus and foreign languages.. 8

Baldwin-Wallace College, Berea, Ohio

Provides for a comprehensive reexamination of the curriculum of the liberal arts in keeping with the college's newly established statement of mission. Particular attention is being paid to the career implications of a new curriculum.. 9

Birmingham-Southern College, Birmingham, Alabama

Integrates experiential and theoretical learning for undergraduates by using learning contracts. Contracts are being tested as a means of specifying learning goals by students, faculty, and employers.............. 11

University of California - Davis, Davis, California

Facilitates undergraduate research and promotes educational innovation by brokering student-faculty research projects. The Student Center encourages both individual and group projects and student directed seminars.. 18

University of California - Irvine, Irvine, California

Develops and validates a program for assisting non-traditional women students counter the "cooling-out" process which occurs at the community college level and puts a ceiling on their educational aspirations. The project will involve a joint effort by two community colleges and the University of California to identify 80 high-potential women and to offer special educational and support services to them.................... 19

Carnegie-Mellon University, Pittsburgh, Pennsylvania

Defines philosophic reasoning and prepares printed and computer-based materials to teach analytic reasoning skills. The philosophic method will thus be more explicitly taught.............................. 21

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City University of New York - Bronx Community College, Bronx, New York

Expands a clearinghouse which disseminates information and provides technical assistance to teachers, counselors, and administrators dealing with the problems of under-prepared students.............................. 16

City University of New York - Lehman College, New York, New York

Establishes and evaluates a model of the development of writing ability among non-traditional college students. The benefit will be that writing instructors will no longer have to rely on guesswork and on trial-and-error approaches to writing skill development..................... 77

City University of New York - Queens College, Flushing, New York

Collaborates with four feeder high schools to prepare their students as skilled readers and writers by adapting a successful college course to fit the improved preparation of entering students........................125

City University of New York - York College, Jamaica, New York

Establishes a comprehensive basic writing course to accommodate students with poor verbal abilities. The course is based on a learning laboratory which allows for individual instruction as well as the use of group techniques...175

Clark College, Atlanta, Georgia

Involves faculty in a major restructuring of the lower division instructional program. Activities will include summer workshops, curriculum development efforts, and redesign of the faculty reward structure..... 26

Denison University, Granville, Ohio

Acquaints faculty with available problem-solving models and allows students to elect redesigned courses reflecting a problem solving focus. In the first year, faculty from the departments of chemistry, religion, speech, economics, and psychology will develop and teach courses........... 40

Durham College, Durham, North Carolina

Implements a comprehensive instructional program designed for teaching the non-traditional underachiever. The program uses the mastery learning approach as developed at Olive Harvey College in Chicago........... 42

East Central College Consortium, Alliance, Ohio

Provides for institutes, workshops, and faculty exchanges to train faculty at member colleges to advise and teach adults. The project is based on a successful degree program serving small towns.................... 44

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Northwest Community College, Nome, Alaska

Establishes community learning centers in rural Alaska. Offers individualized instruction in business, building instruction and maintenance, allied health and trade education....112

Pace Institute, Chicago, Illinois

Trains inmates in how to obtain and retain employment by bringing personnel directors and staff into prisons to give the benefit of first-hand experience. The project has commitments from businesses to provide at least 50 jobs for inmates....117

Pikeville College, Pikeville, Kentucky

Develops four satellite centers offering non-credit courses for isolated and economically depressed individuals who fear and distrust traditional education. Initial courses will be taught by members of the community centering on the needs of each satellite area....121

Polytechnic Institute of New York, Brooklyn, New York

Increases the participation of minority women in management and management related fields through a collaborative AAS/BS/MS program involving graduates of N.Y. City Community College....122

Saint Mary College, Leavenworth, Kansas

Develops to its full capability a pilot program serving the educational needs of working adults in the inner city of Kansas City. The project strengthens existing academic and support services and provides for on-going evaluation of the program....129

Sinclair Community College, Dayton, Ohio

Helps adults identify life learning, translate this into credit, and thus develop a portfolio. Faculty serve as assessors, and a consortium of private and public agencies provides counseling assistance to 300 adults....135

Solidaridad Humana, New York, New York

Establishes itself as a comprehensive educational institution providing independent study, contract learning, vocational education, and an effective path to postsecondary education for Hispanics....137

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Learninghouse, Prescott, Arizona

Tests and applies, setting and methods for improving services to learners in a broad range of postsecondary institutions. A change impact team provides experience-based, on-going training to a group of educators who support each other through exchange and peer counseling....... 76

Massachusetts Institute of Technology, Cambridge, Massachusetts

Increases the efficiency with which pre-calculus students with poor preparation are taught. The project will conduct a demonstration program at University of Massachusetts/Boston employing a new approach to the learning of higher abstractions.. 85

University of Michigan, Ann Arbor, Michigan

Designs a set of instruments to measure the impact and effectiveness of faculty development programs. Manuals will be written detailing the strategies and procedures used for institutions wishing to adopt the evaluation model.. 94

University of Michigan, Ann Arbor, Michigan

Establishes the National Chicano Scholars Network to offer training and support programs for Chicano graduate students and early-career faculty in the social sciences. The project seeks to increase Chicano presence in the academic and scholarly mainstream.......................... 93

Miles College - Eutaw Campus, Eutaw, Alabama

Enables the faculty and staff of an innovative program for minority rural adults to modularize their curriculum and upgrade their capacity to help students improve basic skills.................................... 95

Modern Language Association, New York, New York

Disseminates the pedagogical and curricular materials developed in model courses on regional women's literature. The project would form four regional clusters of institutions involved in teaching the courses..... 98

Morgan State University, Baltimore, Maryland

Develops a new multidisciplinary school of Built-Environments studies. The Project focuses on increasing the number of minorities studying the profession of architecture, landscape architecture, city and regional planning, and urban design at the graduate level.............. 99

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University of Nebraska, Lincoln, Nebraska

Employs new ideas to help students be more effective and sophisticated consumers of their own education, including a new freshman course in learning analysis which exposes students to different teaching approaches and helps them analyze which are the most effective for them. The project will also be transferred to several other campuses.................105

University of Nebraska, Lincoln, Nebraska

Provides semester long seminars on teaching of chemistry and physics to tenured faculty members on sabbatical from their home institutions. The program is evaluated for the change in the quality of instruction upon return to the home campus of the participants........................106

Northern Rockies Consortium for Higher Education, Pocatello, Idaho

Creates a four-state consortium to provide instructional improvement services to higher education institutions in Idaho, Montana, Utah, and Wyoming...111

Oregon State University, Corvallis, Oregon

Involves "faculty consultants" in the administrative details of the College of Liberal Arts for short internships. The consultants then provide support and counsel to other faculty on a variety of institutional and pedagogical matters.......................................115

Pacific Lutheran University, Tacoma, Washington

Examines and revises the curriculum of the Social Science Division to integrate experiential learning ability and prepare students to be life-long learners...118

Paideia, Berkeley, California

Explores patterns and styles of learning by working with faculty and students in various institutions. The project involves working with faculty and students in actual classroom settings and within the context of disciplines so that through this increased awareness both classroom teaching and student learning will be improved.............................119

Pennsylvania State College Educational Services Trust Fund, Harrisburg, Pennsylvania

Creates a central clearinghouse to bring together displaced faculty with potential new employers...120

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Projects for Educational Development, Cleveland, Ohio

Provides in-service management training for department chairpersons. Aims to institutionalize such programs on several campuses in northeast Ohio.......124

University of Rhode Island, Kingston, Rhode Island

Develops four trans-disciplinary, skills-oriented courses as part of an overall reform of undergraduate general education.......127

Simons Rock Early College, Great Barington, Massachusetts

Develops practical methods of determining a student's position with respect to cognitive, moral and ego development, and designs and implements courses and co-curricular activities specifically addressed to meet developmental needs.......134

Society for Values in Higher Education, New Haven, Connecticut

Creates a nationwide three-year consortium of 12-16 diverse colleges and universities to improve the quality of undergraduate general education programs. Each institution designs and implements a new or strengthened program and appoints a task force composed of faculty, administrators, and students.......136

University of Southern California, Los Angeles, California

Extends to the health and Spanish departments an innovative program which engages undergraduate students in community service projects that are related to their disciplines and credited by the University.......138

University of Southern California, Los Angeles, California

Trains graduate students to teach freshmen composition. Seminars focus on theory for composition (rhetoric & supplied linguistics) and classroom management for a new flexibility-paced program.......139

University of Southern Mississippi, Hattiesburg, Mississippi

Extends an intensive training program for students deficient in standard English through speech, writing, and theatre courses.......140

Southern Regional Education Board, Atlanta, Georgia

Provides consultant teams to 30 institutions in the Southeast to assist them in developing programs of faculty evaluation. The goal is to improve instruction by improving the accuracy of assessing good teaching.......141

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Spelman College, Atlanta, Georgia

Implements a comprehensive, mathematics instructional model for entering minority women, using a variety of tutorial resources and measures designed to influence attitudinal change.........................142

City University of New York - College of Staten Island, Staten Island, New York

Restructures the freshman year to address the problem of attrition. First year students will be "blocked" into 25-person groups for all classes and provided with a freshman studies seminar taught by regular faculty, composition faculty, and counselors..........................144

State University of New York - Brockport, Brockport, New York

Creates a career exploration program (12 hrs. of classroom plus a practicum) within the liberal arts curriculum. Students enter the program with human relations workshops and are guided through the program by faculty mentors..146

Stephens College, Columbia, Missouri

Sensitizes faculty advisors to the symptoms of math anxiety, so that women will no longer be counseled away from careers requiring math.....152

Suomi College, Hancock, Michigan

Initiates a new approach to developmental education by applying concepts from Piagetian psychology. The implementation is through faculty development and workshops with experts.............................153

Tuskegee Institute, Tuskegee, Alabama

Evaluates an individualized approach to the teaching of college writing. These materials are tailored to the needs of students in rural, predominantly Black colleges and used in a competency-based program designed for both the acquisition and the retention of needed writing skills...156

University of Washington, Seattle, Washington

Offers expository writing classes to accompany introductory and upper division lecture courses in eight discipline other than English. The program also assists faculty in revising their courses to provide students with opportunities for practical application of skills............164

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University of Washington, Seattle, Washington

Tests spatial-visualization as a technique to improve the math ability of educators, teachers, and counselors. Math projects are then integrated into curricula at the teacher's school.........................165

Wellesley College (Higher Education Resource Services), Wellesley, Massachusetts

Implements an in-service training program for women administrators and faculty. The content emphasizes quantitative skills and subjects, and is related to actual problems on home campuses.........................166

Wheaton College, Norton, Massachusetts

Prepares English department members and faculty from other disciplines in self-paced teaching methods for writing instruction. Student tutors assist with individual problems.................................167

William Paterson College, Wayne, New Jersey

Generates and tests new models of general education based on an extensive study of entering freshmen. The new models are designed to be particularly effective for the clientele served by public colleges..........168

University of Wisconsin (Central Administration), Madison, Wisconsin

Coordinates the exchange of teaching improvements among the institutions in the University System. A council of faculty and administrators form a network concerned with better teaching.............................170

D. CREATING AND APPLYING MORE MEANINGFUL CRITERIA FOR THE AWARD OF POSTSECONDARY CREDENTIALS

American College Testing Program, Iowa City, Iowa

Disseminates COMP (College Outcome Measures Project), a non-traditional test of general education, through teaching resource guides, regional seminars, presentations at professional meetings, and direct mail announcements and reports.. 4

Council for the Advancement of Experiential Learning (CAEL), Columbia, Maryland

Provides professional development assistance to faculty and others involved in experiential learning programs. Strategies include peer consulting and participant involvement in experiential learning............ 38

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Council on Legal Education for Professional Responsibility, Inc., New York, New York

Develops a variety of new measures of practical lawyering skills. The resulting assessment techniques and instruments will provide alternatives to traditional and conventional Bar Examinations for the determination of entry into the legal profession.................................. 39

Eagleville Hospital and Rehabilitation Center, Eagleville, Pennsylvania

Establishes, in cooperation with Lincoln University of Oxford, Pennsylvania, a masters program in the human services. The program is open to agency workers in the greater Philadelphia area who already have positions and demonstrated competencies in drug and alcohol abuse therapy, but who are prevented by lack of credentials and by gaps in liberal education from advancing within their profession............................ 43

Harvard University, Cambridge, Massachusetts

Proposes to answer two central questions of higher education: what is the impact of college on students and what policy and programs will achieve the desired impact? Outcome data will be related to student experiences, thus providing for the first time an informed basis for making decisions about the most effective and efficient institutional program in relation to a set of educational aims............................ 56

Johnson State College, Johnson, Vermont

Devises a reliable and valid measure of students' writing competence. The institution requires clear writing for graduation, and will be sharing its standards and assessment techniques with the other Vermont State colleges.. 69

McBer and Company, Cambridge, Massachusetts

Designs and implements new measures of educational outcomes believed to be more closely related to performance beyond college than conventional tests. McBer is working with a consortium of colleges and universities to test the validity and practicality of the new assessment procedures...... 87

Mexican American Legal Defense and Education Fund, San Francisco, California

Develops alternative models of admissions criteria for use in public and private law schools in California. The project will collect data on current admissions procedures and test other methods with a view to increasing the number of minorities enrolled in law school.............. 90

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Northwestern University, Evanston, Illinois

Improves a competency-based graduate music program by training faculty in competency approaches by developing a wider range of instructional options and by implementing field based experiences where competencies are assessed..113

E. REDUCING COSTS AND STRETCHING THE EDUCATIONAL DOLLAR

Center for Human Services, Washington, D.C.

Implements a learners' cooperative which contracts with colleges and universities for group services at reduced prices and creates a Learners Resource Capability to assist members in achieving their learning objectives.. 23

Clearinghouse for Community Based Free Standing Educational Institutions, Washington, D.C.

Provides shared information, dissemination, technical assistance, and planning and evaluation services to community-based, free standing institution. The program enhances the capacity of participating institutions to serve their non-traditional clientele............................ 28

Kansas City Regional Council for Higher Education, Kansas City, Missouri

Establishes a Center for Institutional Development which provides support and training in administrative and instructional practices to enhance operations of the 17 member institutions.......................... 70

Mercyhurst College (Conference of Small Private Colleges), Erie, Pennsylvania

Creates a consortium which serves as an admissions and referral agency for adults wishing to pursue their education, and establishes a differential pricing system, reducing tuition charges for part-time students... 36

Seattle University, Seattle, Washington

Implements an integrated six-year program with Matteo Ricci School to replace the eight years traditionally required for high school and college. The program emphasizes the importance of the individual's responsibility for learning..131

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State University of New York (Central Administration), Albany, New York

Experiments with a model program for retraining faculty members in allied or different disciplines, to fulfill the needs of content areas in high demand and provide new and alternate routes of professional mobility....................147

Worcester Junior College, Worcester, Massachusetts

Adapts courses in industrial engineering so that lab work requiring expensive laboratory facilities and materials can be carried out in cooperating local industrial plants thus reducing costs for this part of engineering training....................173

F. MAKING BETTER USE OF EDUCATIONAL RESOURCES BEYOND COLLEGES AND UNIVERSITIES

Adult Education Council of Metropolitan Denver, Denver, Colorado

Expands an existing information and referral service by increasing publications and instituting an outreach counseling service.................... 1

American Association of Community and Junior Colleges, Washington, D.C.

Facilitates cooperative educational activities among community colleges, public broadcasters, and community organizations by undertaking in-depth examinations of current cooperative relationships. While complementing parallel efforts by CPB and PBS, the project will offer various forms of assistance to those initiating cooperative relationships.................... 2

College of the Atlantic, Bar Harbor, Maine

Prepares undergraduate students to be ecologically sensitive in a variety of environmental fields: achietecture, land management, etc. The curriculum calls for integrating theoretical and practical training for first jobs.................... 31

Citizens Policy Center, Santa Barbara, California

Seeks funds for NEW AVENUES, an attempt to develop a community-based, career education center for out-of-school young people. It will provide counseling, job development, and advocacy efforts, including development of policy papers aimed at affecting public educational and employment policies.................... 25

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College for Human Services, New York, New York

Establishes branch sites of the college in California and Florida. The College for Human Services prepares student workers for professional roles in the human services through a unique blend of on-the-job experience and study of the theory of social service............................ 30

East Harlem Block Schools, New York, New York

Disseminates a program of technical assistance to other community education centers which train paraprofessionals. The competency-based program for staff and parents leads to a B.A. degree offered in conjunction with a local college.. 45

Educational Broadcasting Corporation (WNET), New York, New York

Adapts existing educational programming for delivery to groups of adult learners at community learning centers. The program provides specially designed instructional and support services in a cooperative arrangement including WNET, educational institutions in New York and New Jersey, and numerous community organizations............................ 46

Educational Television Center, Menlo Park, California

Provides older adults with educational T.V. programming which will be shown in group settings and eventually expanding to homebound adults in the second year. The venture will be supported by a consortium of educational institutions and social service agencies....................... 47

The Exploratorium, San Francisco, California

Sponsors internships and disseminates materials to individuals who have an interest in establishing Exploratorium-like programs elsewhere. The Exploratorium is a unique museum in which people learn scientific concepts by using or experiencing the "exhibits" it contains............... 50

Greater New Orleans Educational Television Foundation (WYES), New Orleans, Louisiana

Provides educational and career counseling through a monthly, live, 60-minute television program aimed at women learners. Spanish-speaking viewers can hear a simultaneous translation of the program on the radio..... 54

Institute for Architecture and Urban Studies, New York, New York

Establishes a new unit in architectural and planning education that is intended to make this kind of education more relevant to the problems of the inner city.. 64

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Institute for Labor Education and Research, Inc., New York, New York

Explores pedagogical techniques and develops special teaching materials for union workers. Stresses the importance of teaching at the union hall.. 65

Jobs for Youth, Inc., New York, New York

Replicates in Boston, a vocationally-related reading program for unemployed youth. A unique feature of the program is the incentive of a guaranteed job or placement in a vocational school......................... 68

Kansas State University, Manhattan, Kansas

Diffuses a model of community education throughout Kansas. The model enables small, rural communities to use their own resources to create non-credit learning experiences for their residents.................. 71

Keller Graduate School of Management, Chicago, Illinois

Provides liberal arts students with intensive coursework and a practicum in management during the senior year. The project aims to instill practical business skills as students leave college................ 72

The Learning Exchange, Evanston, Illinois

Encourages the adaptation of a highly successful, educational referral service by disseminating information and offering assistance through workshops, on-the-job training, and publications to other similar referral services (both new and established) around the country. The model makes it possible to match people who want to learn with others who want to teach, thereby making available very cost-effective learning options.. 75

Massachusetts Institute of Technology, Cambridge, Massachusetts

Installs computer with easy-to-use flexible keyboard in the main branch of the public library for the purpose of providing a referral service, and information bank, and learning aids. Some of these services will also be available by phone.. 86

Metropolitan Service District (Washington Park Zoo), Portland, Oregon

Offers a research practicum at the zoo for 150 or more science students each year from nearby institutions. Instruction at the zoo relates academic theory to original research through mini-courses, data collection, and applied study projects.................................. 89

PAGE

University of Michigan, Ann Arbor, Michigan

Uses existing educational and communications technology to deliver instruction in mathematics, language, logic, scientific method, and reasoning to any interested person with access to a telephone in any community with the computer facility to mount the program. The project mounts and assesses a demonstration model aimed at women, older people, minorities, community college students, and homebound and institutionalized persons.. 92

Museums Collaborative, Inc., New York, New York

Expands a cultural voucher model in the state of New York. The phase for which support will be provided includes a new voucher mechanism using discounting methods, involves new groups (rural and suburban), and experiments with new ways to allocate cultural services.....................100

National Congress of Neighborhood Women, Brooklyn, New York

Creates an urban education program for ethnic women, using the neighborhood as a learning laboratory, and co-sponsoring an AA degree with a local postsecondary institution. Implements the program in one community and introduces it to another.....................................101

North Central University Center, Sioux Falls, South Dakota

Establishes a new community college in an area without any community colleges, under the sponsorship of three private liberal arts colleges. The college will draw faculty from the community as well as from the sponsoring institutions...108

Northeastern University, Boston, Massachusetts

Creates a permanent operational base for the Women's career Project within the community and institution. The Project is an innovative program joining employers, women, and faculty to change organizational practices in hiring, training, and promoting mid-life women for professional and managerial positions..109

University of Portland, Portland, Oregon

Promotes a cooperative effort among local hospitals, community colleges, and the University of Portland to provide a baccalaureate program for registered nurses in geographically isolated areas who are unable to attend regular campus courses....................................123

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Red Cloud Productions, Cambridge, Massachusetts

Utilizes television as a vehicle to present educational and life planning skills to a larger audience. The project will create and produce the first five programs of a daytime television series entitled "How to be Effective". The five programs present a self-contained mini-course on "planning skills" and will ultimately deal with a broad range of life management skills....126

Rockland Community College, Suffern, New York

Establishes a College of Public Service which involves students, faculty and public service professionals, and employees from the surrounding communities in an applied social science curriculum. The program attacks community problems with the resources of the community college......128

San Diego State University - Imperial Valley, San Diego, California

Establishes an Institute for Small Business Management on the California/Mexican border to focus on the needs of minority businessmen. Develops a degree program for students entering the field....130

Seton Hall University, Newark, New Jersey

Develops 2 new video taped series focusing on significant areas of the law as it affects women and updates an existing audio/visual series and teacher guide on Women and the Law to take into account recent legal developments....132

Siena Heights College, Adrian, Michigan

Designs and implements a staffing pattern and faculty development plan which focuses on the use of community and adjunct faculty. Various strategies are used to bring new insights into the art and practice of teaching....133

State University of New York - Binghamton, Binghamton, New York

Replicates a computer-based introductory course in logic so that ultimately, students all over the country can use it. The course was originally developed by Stanford University....145

University of Texas - Austin, Austin, Texas

Develops materials and training exercises designed to enhance faculty competence in the teaching of non-traditional students. Also establishes a consortium of community colleges for the purpose of sharing ideas, teaching methods, and courses....154

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Union of Experimenting Colleges and Universities, Yellow Springs, Ohio

Establishes under the aegis of the University Without Walls program in Ohio, an Institute for Community and Science and Appropriate Technology. ICSAT introduces students to the informal network of appropriate technology practitioners around the country, integrates and synthesizes information in this area, and develops an undergraduate curriculum in this new field...158

Virginia State College, Petersburg, Virginia

Identifies work-related skills that students can develop through College Work-Study Programs. Field tests this approach to career preparation at five postsecondary institutions....................................161

Women's Enterprises of Boston, Boston, Massachusetts

Establishes a consortium of postsecondary institutions to develop new strategies and programs to enable prospective women students to have greater access to technological education and careers in technology.........171

Woodbury Associates, Montpelier, Vermont

Prepares teams of law students and paralegal interns in clinical and human relations skills needed for law practice. The teams provide low-cost legal aid to the community.......................................172

Worcester Polytechnic Institute, Worcester, Massachusetts

Sets up five off-campus project centers in social services agencies. Through these centers, faculty will work with the agencies, agency professionals will act as adjunct faculty, and engineering students will undertake community-based internships and interdisciplinary projects........174

G. HELPING PEOPLE MAKE BETTER CHOICES ABOUT WHETHER, WHEN, AND WHERE TO ENROLL FOR EDUCATION BEYOND HIGH SCHOOL

Barat College, Lake Forest, Illinois

Produces an educational prospectus which meets higher standards of completeness, candor and accuracy, and evaluates the impact of improved information on the decision-making process of prospective students. In addition, the project produces a companion prospectus for community adults and sponsors a conference to advance the concept of better information.. 10

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Center for Education and Manpower Resources, Ukiah, California

Provides labor market data to individuals developing education and career plans in a rural environment.. 22

City University of New York - Brooklyn College, Brooklyn, New York

Meets the needs of adult women returning to college through an innovative demonstration program combining recruitment and re-entry assistance, academic offerings, and counseling and support service.......... 17

Colorado Mountain College, Glenwood Springs, Colorado

Offers information, referral, and counseling services in its eight centers through a five-county mountainous region............................. 32

DePaul University, Chicago, Illinois

Establishes a program for educational planning and decision-making for adults in Chicago. The Discovery Workshop developed by DePaul's School for New Learning will be the cornerstone, and other educational counseling services will be added.. 41

Indiana University System, Bloomington, Indiana

Establishes information, referral, and counseling services through Continuing Studies offices on five campuses of Indiana University. Adult Development coordinators have been hired for each campus.............. 63

University of Michigan, Ann Arbor, Michigan

Informs and assists institutional leadership interested in improving the quality of information they provide to prospective students. Project Choice will also offer training and advice to institutions committed to developing more complete and candid information programs....... 91

National Manpower Institute (National Center for Educational Brokering), Washington, D.C.

Expands efforts to promote and improve educational brokering services by conducting a national conference for professionals who deliver adult services at the local, state, and national level..............103

National Student Educational Fund, Washington, D.C.

Continues for second and third years a national competition to identify and encourage student-produced information materials...............104

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University of Oregon (Career Information System), Eugene, Oregon

Assists state, developing educational and occupational information systems by conducting workshops, developing support materials and writing training materials. The National Occupational Information Coordinating Council is co-sponsoring this activity.................................116

State University of New York - College at New Paltz, New Paltz, New York

Offers a career-oriented introduction to postsecondary education for women who have interrupted their education for at least two years and who want to explore careers in the growth fields of the 1980's..........150

Washington Center for the Study of Services, Washington, D.C.

Prepares an evaluative guide for prospective students of vocational schools in the D.C. area...162

H. PRESERVING INSTITUTIONAL VITALITY IN THE FACE OF GROWING RIGIDITY AND REGULATION

Georgia Institute of Technology, Atlanta, Georgia

Publishes and distributes guidelines for college administrators wishing to increase the recruitment, retention, and graduation of undergraduate women engineers. Georgia Tech's unusual success in this area will be part of the basis of the materials................................ 52

Higher Education Research Institute, Los Angeles, California

Assesses the effects of faculty collective-bargaining and centralized management on innovation and flexibility in eight institutions. In addition to a policy ducument for each institution, the project will provide workshops and leadership training programs for administration, faculty, and students on each campus... 58

The Lindenwood Colleges, St. Charles, Missouri

Integrates clinical training with liberal studies in a collaborative effort between Lindenwood (a liberal arts college), the Washington University School of Medicine, and St. Louis City Hospital. The program prepares health care associates for the delivery of primary and preventive health care.. 78

Loyola University, Chicago, Illinois

Arranges for faculty and administrators to spend a year in the business world thus increasing their effectiveness in their university positions. These "sabbaticals" will give faculty a renewed interest in teaching as well as exposing them to different points of view.............. 81

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Memphis State University, Memphis, Tennessee

Creates an Institute for Academic Improvement which serves a range of institutions, particularly in the mid-south. Multi-institutional development, residential workshops and training programs, ongoing consultation and resource linkage activities, integrated with doctoral and post-doctoral studies, assist colleges and universities in improving traditional practices and developing new approaches to individualized education, experiential learning, and the education of adults............... 88

Oregon State System of Higher Education (Teaching Research Division), Monmouth, Oregon

Establishes a procedure for relating instructional design and development actvities to evidence of improved student learning. The procedure will be initiated first at two and subsequently at all eight campuses in the state system..114

Adult Education Council of Metropolitan Denver
Denver, Colorado

The Council serves the Metro Denver area as an independent, neutral educational information/resource center for adults. We cooperate with 161 member agencies to assess adult learning needs, create agencies to meet those needs, and publish information about existing adult educational opportunities. We help the learner, through our "one-call one-stop" educational shopping service, to become aware of all options available to him, thus helping him spend his time and educational dollars wisely. We are Educational Investment Brokers Specializing In Human Futures.

Our clients represent the entire adult learner population. They range from those who have a career blueprint to those who are still on the bottom rungs of the career ladder and are unable to find a way in which to take the first step upward. When they come to us, however, they share a common characteristic: they need help in determining which educational provider can best meet their needs without the expenditure of an inordinate amount of time and money in the process. The vast majority of those seeking Council assistance need specific, definitive information about the options available to them if they are to make appropriate decisions about their future. Every day we work with people whose career decisions in the past have been made in the most superficial manner. Their problem has not been that they were unwilling to take the trouble to make a responsible choice, but that they did not know what options were open to them.

This project proposes to increase and expand the educational information services of the Council. In so doing, a major problem of the Metro area will be addressed specifically: Too many people are still making vital educational and vocational decisions in an unrealistic or uninformed manner because they lack information about the resources available to them; they cannot avail themselves of educational information services because of geographic or cultural isolation; they are intimidated by formal institutions and lack the courage to seek help from them, thus are systematically excluded from the educational mainstream.

The project objectives, as extended in the activities planned are to: Increase the numbers of Council publications which are already effective resource materials, and incorporate within them features relating to special groups within the population; increase and diversify the number of distribution centers for publications, adding non-traditional locations such as laundromats, health clinics, etc.; use the Information Specialist also as a "filter counsellor"; strengthen the Council's role as an advocate for adult learners; communicate back to educational providers the changing educational needs; work with business and industry to ascertain ways in which they can be brought into the Educational network; evaluate ways in which certain educational practices can be accepted by business and industry, particularly those in the alternative educational field.

The anticipated result will be that a significant number of Metro Denver residents (at least 200,000) will be directed to the many post-secondary opportunities available to them and that they will make better, more effective educational and vocational decisions as a result.

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American Association of Community and Junior Colleges
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Thousands of Americans have already earned college credit in television courses offered by community colleges. Within the past five or six years, television producers and curriculum designers in community colleges have been blending their skills to produce the "telecourse," a teaching approach which combines entertaining and instructive video programs with printed study materials. Unfortunately, however, too many community college administrators and public broadcasters are as yet unaware that television can be used for direct instruction and still attract sizable audiences.

Under the supervision of the AACJC, an organization of over 900 community colleges, project activities will be carried on over a calendar year. During the first six months, activities will include the following: 1) surveying existing patterns of cooperation between public broadcasters and community colleges; 2) preparing several case studies of effective telecourse utilization, including two-year colleges and broadcast agencies; 3) forming a National Advisory Committee on Post-Secondary Uses of Television, made up of representatives of the community, the college, and the broadcasting stations. Major activities of the last half-year will include 1) providing consultancy service to teams of community college and broadcast agencies whose relationship will be improved by such assistance; 2) scheduling a national assembly in the Washington area to which teams of broadcasters, administrators, and other agencies will be invited (at their own expense) to discuss previously prepared summaries of their cooperative efforts, react to the recommendations of the National Advisory Committee, and draw up recommendations for the future. A final report of the year's activities will be prepared and distributed.

Expected outcomes are as follows: 1) an awareness by community college decision makers, public broadcast officials and community representatives of the ways telecourses can extend the instructional program of the colleges and enrich the programming of the stations; 2) a recognition that close and ongoing cooperation between community colleges and stations will open new avenues of service to their constituencies; 3) a set of recommendations on how to build cooperative relationships to strengthen community education by the use of television.

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The American Center for the Quality of Work Life
Washington, D. C.

At present there is a low level of participation by working men and women in the "American learning force". Among the many factors which discourage adult workers to become adult learners are the hostility of the workplace environment to learning opportunities, the lack of real participation in decision-making about day to day conditions of work, lack of information about learning possibilities, and the lack of peer group support for further learning.

The American Center for the Quality of Work Life provides assistance to unions and managements to jointly improve the quality of life at work and enhance organizational effectiveness by helping to release the problem-solving potential of workers through cooperative action. This emerging mode of running organizations can provide the basis for the planning, content, dissemination, and evaluation of expanded learning opportunities for workers. The process and/or location of the workplace becomes the focus for expanding participation in education. In the past year of the project, it has assisted two action sites which have quality of work life projects in operation to provide a new capacity to facilitate learning. In cooperation with the National Center for Educational Brokering, workers at each site are being selected and trained to identify learning needs and organize varied learning activities among co-workers through educational brokering functions, including information-giving, counselling, assessment, and advocacy. The activity is rooted in the local labor-management committee which ultimately shapes, promotes, and approves all phases of the project.

The expected outcomes include helping the workers in the plants involved improve the range and quality number of learning opportunities they take advantage of: the adaptation of educational brokering processes to workplace environments; increased use of the workplace as a locus for worker learning; and the use of educational brokering techniques to augment and expand the impact of the QWL process on work organizations. In sum, the project will show how new ways to work can be complemented by new ways to learn.

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The American College Testing Program (ACT)
Iowa City, Iowa

For a number of reasons, postsecondary institutions have increasingly come to recognize the importance of carefully specifying the desired outcomes of their general or liberal education programs and then assessing student achievement of these outcomes. In attempting such assessment, however, institutions have encountered many problems in the development of appropriate instruments and procedures. There is ample evidence that college degrees, college grade point averages, and scores on tests that assess the acquisition of specific facts and concepts are inadequate indicators of student achievement of the general knowledge, skills and attitudes important to effective functioning in adult society. There is an obvious need to inform faculty and administrators about potentially useful approaches to the assessment of the intended outcomes of general or liberal education and to train them in the use of proven alternative methods of identifying and assessing such outcomes.

In order to make a major effort to help postsecondary institutions in solving the many problems in the development of appropriate assessment instruments and procedures, the American College Testing Program (ACT) organized the College Outcome Measures Project(COMP), in 1976, to design, develop, validate and implement assessment instruments and procedures to measure and evaluate the knowledge, skills and attitudes acquired by undergraduate students that are: (1) the result of general or liberal education programs and (2) relevant to effective functioning in adult roles. ACT has been substantially assisted in COMP by ten colleges and universities and two state-wide systems. The results in COMP, to date, clearly justify the dissemination of COMP assessment instruments and reports to a much wider group of postsecondary institutions. As ACT has attempted to respond effectively to a large and growing volume of requests for COMP materials, however, it has become increasingly apparent that "dissemination" involves much more than simply making the materials available to institutions and agencies. Because of the innovative characteristics of COMP approaches to assessment, there is a clear need for a dissemination effort that includes a substantial faculty and administration training component.

During 1978-79, ACT will design, organize and field test the training materials and procedures necessary for a comprehensive program of dissemination of COMP materials. Such a program will then be operated by ACT, in future years, to serve the needs of institutions and agencies beyond those involved in the first three years of COMP. In addition, faculty, administrators and students at 50 to 100 institutions will directly benefit during the year in that: (1) expected outcomes of general or liberal education programs will be clarified, (2) appropriate and clear standards for student achievement will be set, (3) valid, reliable and cost-effective assessment procedures will be developed, and (4) general or liberal education instruction will be improved.

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American Foundation for Negro Affairs (AFNA)
Philadelphia, Pennsylvania

The Fund for the Improvement of Postsecondary Education in July, 1977 awarded The American Foundation for Negro Affairs (AFNA) a two-year grant to implement the AFNA Plan: New Access Routes to Legal Careers in New Orleans, Louisiana, with the cooperation of the law schools of Tulane and Loyola and other colleges, universities, public and parochial schools. The New Orleans division is under direction of the AFNA National Office in Philadelphia. During the course of the grant, 250 students will be enrolled in the program which is designed to correct the problem of the underrepresentation of blacks and other minorities in the legal profession.

The AFNA Plan: New Access Routes to Legal Careers consists of four interlocking educational phases designed to enable students to meet the academic standards of professional schools through one-to-one preceptorships, tutorials and advanced study, beginning at the eleventh grade and continuing through the completion of professional school. The same prototype plan, initially developed in medicine and adapted for law, is used for business, science and technology and communications careers. "Phase I" of the plan is the high school component which involves the participation of the regional public and parochial schools in recommending students for the AFNA Plan. After acceptance into the program, students participate in a specially designed curriculum related to their own selected professional discipline. They are enrolled in preceptorships in law schools, law firms, courts, legal agencies, etc. "Phase II" is the first two years of college. "Phase III" encompasses the third and fourth years of college, the important preparatory years for professional school; "Phase IV", graduate or professional schools of medicine, law, science and technology, etc.

Based on AFNA's national evaluation data, it is projected that 98 percent of the students who complete the Phase I program will enter college. As a result of AFNA's academic programs, they will have improved their Scholastic Aptitude and other test scores enabling them to meet academic standards. The AFNA academic programs in science and mathematics will bring about significant improvement in their own self esteem because of AFNA's efforts to overcome adverse psychological behavior patterns. A college retention rate of 83 percent, versus the national norm of 50 percent, is anticipated.

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The American Red Cross
Washington, D. C.

Three closely-related trends have evolved in recent years which directly impact on human resource development and on career development systems for volunteers in voluntary agencies: 1) Although agencies have long recognized the value of services provided to communities by volunteers, there is growing recognition of the need for agencies to increase formal attention to the importance and relevance of volunteering to the volunteer's own growth and career/educational development; 2) Women, minorities, and the elderly are seeking higher education in ever-increasing numbers. Many of these persons possess knowledge, skills, and competencies acquired through volunteer service which could be related to their career/educational planning; 3) As increasing numbers of applications for advanced standing are submitted by adults, more and more universities are developing guidelines for granting credit, advanced standing, or waiving specific requirements on the basis of well-documented evidence of college-level learning acquired by applicants through volunteering.

The growing acceptance of volunteering as an integral part of the volunteer's career/educational planning and development is causing many voluntary agencies to reassess the relevance and effectiveness of their volunteer support programs. Volunteers are now actively requesting assistance in planning for volunteer or paid careers and/or in identifying and documenting volunteer training and experience for university accreditation or as a part of a personal/professional resume. This situation requires that agencies have career development systems for volunteers that assure attention to volunteers' goals as well as to organizational needs and goals.

The American Red Cross is responding to this need by engaging a group of volunteer organizations in sponsoring a program to train voluntary agency supervisors how to assist volunteers with career/educational planning. A group of experienced trainers from these agencies are being prepared to train agency supervisors to counsel volunteers using a specific career/educational counseling model. The "core trainers" will return to their home communities to train supervisors how to use the model in their working with volunteers. An important resource used in this program is the "I Can" guide, a collection of functional competencies related to commonly-held volunteer positions. Another resource available to participants is a Red Cross-produced videocassette demonstrating kinds of volunteer interests that call for skilled supervisory educational/career counseling.

At the conclusion of this project, local units of participating agencies will have the capability of providing volunteers with a systematic method of relating volunteer training and experience to career/educational goals. Longer-range outcomes include increasing interest in volunteer service, enhancing volunteer effectiveness, and increasing the number of volunteer applicants who gain university accreditation for documented college-level learning acquired through voluntary/life experience.

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American Sociological Association
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Concern with quality of undergraduate teaching of sociology led the American Sociological Association to launch an organized program to address these needs. Funded by FIPSE, a three year project called "A Program of Assessment, Articulation, and Experimentation in Undergraduate Teaching of Sociology in the United States" addressed the following issues: (a) to evaluate and improve sociology undergraduate curricula, (b) to assist teachers improve their competence as teachers, (c) to examine institutional arrangements which affect the quality of undergraduate teaching, (d) to facilitate the development of a network of communication among teachers of sociology, and (e) to enhance the involvement of the American Sociological Association and other sociological organizations in programs concerned with teaching.

Working teams, regionally distributed, included one hundred twenty sociologists from universities, four year colleges, and community colleges who volunteered to work on this project. The three years during which the project was funded yielded significant interest throughout the discipline and resulted in a much larger wave of demands and expectations than the available staff, the grant funds, or the time could meet. At the end of the three year period, the project staff is confronted with innumerable opportunities and a vast array of demands. In this project these activities are transferred from the framework of a funded project into the organizational routines of sociological societies, the customary arrangement of educational institutions, and the habits of the individual teacher of sociology.

To accomplish these objectives, this project focuses on disseminating and interpreting the yields of the first three years. Working with the national, regional, state, and local sociological societies, the project staff demonstrates teaching resources and approaches to teaching improvement to individuals, institutions, and organizations involved in the teaching of sociology. Through the development of further resources and throught the conduct of workshops, the project shares its products and its findings with teachers, administrators, and organizational officers. Having its participants distributed throughout the United States enables the project to work with various sociological organizations and to facilitate more effective participation of teachers of sociology in the affairs of the discipline.

The main objective of this project is the institutionalization of concern with teachers and with teaching into all facets of sociology. At the end of this eighteen month project, the American Sociological Association has absorbed a support system for teacher concerns and teacher improvement. Through the Association and its Section on Undergraduate Education, a Resource Center for teachers of sociology has been established. Regional and state associations, also, have accommodated significant programs to topics of concern to teachers and have encouraged research into teaching itself. There now is a network of communication with common action among teachers in sociology capable of continuing without reliance on further external funding.

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University of Arizona
Tucson, Arizona

Those students who enter our postsecondary institutions immediately upon graduation from predominantly white suburban high schools are the ones most favored by our system. Among those who have been traditionally underserved by the system are the Native American students. Only a small fraction of these students reach or aspire to reach the universities of the state. The Native American students at the University of Arizona constitute only 0.65% of the student population whereas the Native American population accounts for more than 8% of the state's population. Traditional means of assistance so far have failed to produce significant changes in this pattern. We found that the Native American students have difficulty functioning in an Anglo-dominated competitive atmosphere of a conventional classroom and that the area of learning which is most crucial to the success of these students is in the basic skills area at the secondary and postsecondary levels.

We propose to offer remedial basic skills instruction in a manner consistent with the cultural ingredient of the students. The ideal learning system is not necessarily a personal tutor for each student. Interpersonal relations may actually hinder the learning process. Besides, very few teachers have the necessary patience for remedial drills. We plan to create an orientation course for incoming Native American students by taking advantage of the PLATO system of computer-based instruction. This non-competitive, interactive system has been successful in our pilot program. We plan to accomplish effective lesson development by bringing lesson programmers (usually graduate students) and teachers in the basic skills area together so that we do not need to train our teachers to become expert programmers to create effective PLATE lessons. We found that by adding an audio capability in a Native American language to an already successful PLATO lesson we were able to improve the effectiveness of the lesson substantially. We will continue this effort primarily in Navajo and Papago languages. We are also developing PLATO lessons to improve the literacy of our students in their native languages. Most of these literacy drills will be developed with the audio component as an integral part of the lessons. We are planning to introduce the PLATO system to some high schools in the reservations in 1979.

We expect to see improved performance and survival rates of Native American students at the University of Arizona. We expect that students' literacy in their own native language will improve significantly as a result of the locally developed PLATO lessons. We anticipate a gradual but significant increase in the number of Native American students at our state universities especially as a result of exposure to PLATO at high schools in the reservations. At the conclusion of the two-year project or shortly thereafter we hope to obtain increasing project support from the Native American communities.

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Baldwin-Wallace College
Berea, Ohio

Baldwin-Wallace College is an independent, church-related, liberal arts college located in a suburb of Cleveland. Its full-time undergraduate enrollment is approximately 1,850; with part-time students and two graduate programs, the total enrollment is approximately 3,300. After an extensive self-study conducted in 1975-76, the faculty, Student Senate and Board of Trustees of the College committed themselves to goals and objectives related to many areas of the institution. Two goals were primary in terms of curriculum: the revitalization of the liberal arts program of the College and a commitment to more effectively recognize and respond to the individual needs and abilities of our students. The Mission Action Project (MAP) seeks to fulfill those two goals.

The Project is now in the second of its three-year funding. Its activities are quite varied -- although all of them are aimed at realizing the two goals stated above. Some of the activities of MAP are initiated and implemented by the Directors of the Project. Such activities include: an overnight faculty-staff conference to discuss the implementation of the goals of the Project; workshops on matters related to teaching effectiveness; a thorough study of the characteristics of our student body; and the Departmental Consultant Program in which departments are invited to bring to campus colleagues from other schools for a one or two day visit. Another facet of the Project, however, is to provide support for activities initiated and implemented by other faculty members -- e.g., the development of new courses or the revision of existing courses; attendance at conferences and meetings related to the goals of the Project; the development of a booklet designed to introduce new students to the liberal arts program of the College; and a pilot project to find ways to teach students to use the library more effectively.

If MAP is successful, four goals will have been achieved. First, the various constituencies of the College -- especially the faculty -- will not only tend to share a vision of the purposes of our liberal arts curriculum, but will also possess a sense of commitment and excitement about it and about their place in it. Second, we will know more about our students and will be responding to them as individuals more effectively. Third, we will have learned a good deal about professional development activities and how they do and do not contribute to the fulfillment of our goals. Fourth, we will have valuable information to share with other colleges and universities who are attempting to fulfill similar purposes.

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Barat College
Lake Forest, Illinois

Barat is a four-year liberal arts college for women. During 1975-76, it and ten other postsecondary institutions received Fund grants to develop an "educational prospectus." These new documents are designed to provide prospective students with the complete and accurate information needed to make informed decisions about education; with such information, access and choice for students--two major national goals of the postsecondary system--are enhanced. In addition to their individual efforts, the eleven institutions joined with four research agencies to comprise a Fund-supported National Task Force on Better Information for Student Choice. The latter sponsored a national conference in Washington, D.C. (March 1977), issued a report and "how-to" handbook, and has in motion a nationwide "better information" movement.

The current Barat project builds on this earlier work and addresses three problems. First, there is need for exemplary better-information materials as models for other institutions. Second, there is need for good answers to the question, "what impact do these materials have on student decision-making?" And third, there is need for a forum within which parties interested in the "better-information" movement may assess its goals, products, and future directions.

Barat's current project will result in production of a secondstage prospectus, incorporating the best features of earlier models plus results from Barat's experience with its initial publication. That experience has already been the subject of independent research; as part of the project, Barat contracted with the A.C. Nielsen Company for consumer-oriented research on the impact of the initial Prospectus on student decision-making.

Finally, in December 1978, Barat is sponsoring a conference at which practitioners, researchers, and policy makers will review and chart prospects for the better-information movement. New plans, recommendations, and a publication will result.

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Birmingham-Southern College
Birmingham, Alabama

Small liberal arts colleges, whose traditions of academic **quality have distanced them from work preparation, are now realizing the need to bridge academia and the world of work. Current research shows that liberal arts graduates are in a** disadvantaged **position to other graduates when seeking employment.**

Birmingham-Southern College, an **independent,** four-year liberal **arts college with approximately** twelve **hundred-fifty students, recognizes the need for flexibility and adaptability in education and work, and thus has established a** Contract Learning **Center. The Center seeks to** individualize learning and develop with **students a marketable** flexibility in the regular academic **program by means of: 1)in-class contracts; 2)** out-of-class **contracts; and 3) individualized major contracts.** This is not a separate **program, but** rather is designed to infuse every class **and discipline in the traditional liberal arts setting.**

This is the second year of a three year renewable grant. The project has allowed the College to offer students work-related, non-traditional modes of learning within the existing academic structure. The activities bridge undergraduate education with the work environment, utilizing the values, skills, and knowledge of work while injecting new directors for learning into the regular classroom.

The project has one primary target: to train students to be more adaptable and flexible. We have identified one means to that end: contract learning. Regardless of its institutionalized form, contract learning is a "negotiable agreement for learning" which encourages independence, goal setting, negotiation, decision making and evaluation - all valued attributes in the working world.

Faculty and student development is crucial to the success of this project. Many faculty and students have tried contracts and shared their experiences with others through case studies. During the past year approximately fifty percent of the student body and eighty-eight percent of the faculty were involved in using at least one of the three contracting options.

The expected outcomes of the second year are to: 1) further infuse career-directed contracts into the existing academic framework; 2)increase community resources for expansion of internships and service-learning projects; 3)produce information about using contracts as career preparation in liberal arts colleges; and finally, develop a thorough research and evaluation model for research into the effectiveness of contract learning.

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Board of Regents, New York State Department of Education
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While higher educational opportunities in correctional facilities have increased rapidly over the past 10 years, inmates generally still lack the opportunity and ability to make full use of a college experience. Some of the obstacles which they face are external: limited availability of program options, frequent transfer which prevents completion of a degree, difficult study conditions, and negative pressures from peers and authorities. Others are internal, such as poor academic backgrounds, lack of ability to formulate realistic goals and make decisions, poor study skills, and the lack of experience of any positive role models.

During its first year the Inmate College Advisory Project developed criteria for selection of successful ex-offenders to serve as paraprofessional peer advisors. Eight such individuals were appointed and trained in goal-setting and decision-making techniques, advising on a wide range of educational options, study skills techniques, and occupational exploration.

Each advisor is assigned to one of the five demonstration facility sites, which include maximum and medium security institutions. On their monthly visits advisors hold individual meetings with inmate clients, conduct group sessions, and talk with staff about educational needs and problems. Local college and Department of Correctional Services staff also utilize the advisors in orientation and training capacities.

To supplement the individual counseling, a series of videotapes has been produced, in which the advisors discuss their experience in making the transition from prison to a job or a college campus. A general orientation tape was also made for viewing by new clients prior to their first advisement sessions. Early in the second year of the project work will be completed on a handbook to college study for incarcerated students written by ICAP advisors.

Also during the second year a quarterly newsletter or inmate college study will be issued, with contributions from advisors, inmates, and college and facility personnel. In addition to providing a forum for discussion of issues and innovative approaches in higher education, it will serve as a communications link among students and college program staff throughout the state.

A preliminary survey of approximately 160 clients served during the first year indicated that they were being effectively assisted in making and carrying out better educational decisions, a major goal of the program. During the second year individual interviews by the project director will be used to evaluate these results in greater depth.

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Board of Regents, New York State Department of Education
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Growing numbers of people want and/or need to pursue educational programs at the same time as they hold full-time jobs. This situation exists for a variety of societal and economic factors. These include economic and family conditions which forced many now middle-aged persons to go to work before completing school and who want to finish degree programs for career or personal reasons, and rapid technological changes which require continuing education to avoid professional obsolescence. While the number of postsecondary educational opportunities has increased in recent years in response to such needs, in many cases these very people are not taking advantage of the range of educational services available. Working adults are often afraid of the college campus, or they do not realize that there are nearby educational opportunities which are or can be tailored to fit their needs, or they are not able to plan an educational program that will help them achieve their professional or personal goals.

The Program on Noncollegiate Sponsored Instruction of the New York State Education Department is responding to this problem by working intensively with four different types of noncollegiate organizations to develop models of educational advisement in employment-related settings. The Program has already evaluated and made credit recommendations for courses conducted by these organizations as part of its evaluation of over 1,200 courses for about 90 noncollegiate organizations located throughout the country. Over a two-year period the project is carrying out the following activities: 1) training an educational adviser in each organization with the knowledge and techniques necessary to manage an advisement center, to assist individual employees in educational planning, and to work out cooperative relationships with local postsecondary institutions; 2) establishing inventories of educational resources for the areas in which the organizations are located; 3) developing materials and procedures that will better publicize ways in which credit recommendations established by the Program can be used by persons to achieve their educational goals; and 4) holding regional workshops and publishing articles to widely disseminate the successful models of educational advisement.

The expected benefits of this two-year project will be the following: 1) The value of providing educational advisement services in employment-related settings will be demonstrated. 2) The procedures and materials developed in the models, and examples of successful relationships between the organizations and colleges, will be able to be replicated or adapted for use by other noncollegiate organizations. 3) There will be more widespread use of tuition aid programs and other education benefits offered by business, labor unions, and other types of noncollegiate organizations. 4) There will be increased use of credit recommendations established by the Program on Noncollegiate Sponsored Instruction.

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Boricua College
New York, New York

Higher education has faced difficult social tensions in recent times: the social issue of open admissions and equality of access as well as questions concerning the relevance of education in serving the contemporary needs of students.

Boricua College, a non-traditional liberal arts school founded in 1972, is the first two-year college in the United States designed to meet the educational needs of Puerto Ricans and other Spanish-speaking people. These are students who are otherwise unlikely to continue their schooling. Many are older than the usual college age. Many are not fluent in English. Many have extremely low incomes and must support a family. As a result, a large percentage of those who start their college work do not complete it.

Boricua College plans to develop a comprehensive educational internship program for its students. Specifically, around two hundred students will work a minimum of six hours a week in human service or business administration as part of their educational program. The practical value of this experience will be comparable to that of the internship of medical students, the field placement of social work students or the practice teaching of education students. The internship meets educational and financial needs simultaneously, for, without it, many of the students would not be able to continue their education at all or else would face conflicting demands in the employment and education arenas, would risk academic failure as a result, would perform poorly, or would delay by half the time of getting their degrees.

This program will enable participants to be full-time students and will assist them in integrating their practical experience and theoretical learning. It will also prepare them for future employment in line with their career goals. While designed particularly to reach out to adult, low-income, Spanish-speaking students, the internship has potential value as a practical educational tool for students of all ethnic backgrounds, all ages and all levels of income.

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Boston Community School
Boston, Massachusetts

Although Boston, Massachusetts is considered an educational center of the country with its sixtyfive postsecondary educational institutions and a total student population of 200,000, these institutions are inaccessible to a significant segment of the population-adult minorities. The Boston Community School, a private, nonprofit community education institution, was founded in 1973 to meet this problem head on. During the past five years, it has developed a number of collaborative relationships with the public postsecondary educational system and its courses are accredited by the public community college board.

The Boston Community School, in collaboration with Casa del Sol, an Hispanic community education agency, has developed a program that will increase access for adult Hispanic learners. The program will serve as an information and referral service for both the adult Hispanic learner and the postsecondary educational community. It will present the specific Hispanic needs and perspective to the postsecondary institutions, so that this currently unserved population will be able to make better use of the wealth of resources that the Boston area contains.

The one-year program consists of a series of workshops; a course on cable TV, sponsored by the Hispanic cable TV studio; two conferences: one for the Hispanic community, one for the postsecondary education community; and the development, of an Hispanic community advisory board. It is expected that a minimum of 200 adult Hispanic learners will be directly affected through participation in the courses and workshops. In addition, a larger audience will be reached through the cable TV program, Other groups impacted will be the admissions staff of the postsecondary institutions, and the curriculum planners of those same institutions.

The expected products of the program will include: 1) the establishment of the community advisory board beyond the life of the grant; 2) the incorporation of two Hispanic staff members at both the Boston Community School and Casa del Sol; 3) the learning experiences of the participants; 4) the increased visibility and access of the participants to the postsecondary educational community; 5) the course and workshop materials generated by the grants; 6) the college credits granted to the participants; and 7) the collaborative demonstration model itself which can be replicated.

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Bronx Community College, CUNY
Bronx, New York

While there are an increasing number of colleges with serious and often immediate questions about how to develop and maintain an effective program for underprepared college students, there is at the same time an enormous and largely untapped resource--colleges that have already designed and implemented responsive approaches. As Resource Institution for the Fund's National Project II: Alternatives to the Revolving Door, Bronx Community College (BCC) became aware of the acute need for a network that would provide accessible channels of communication between people with questions and people with answers. The continual influx of requests for information and services and the overwhelmingly large response to the NPII final conference underscored the need for such a network. To fill this vacuum, B.C.C. developed Networks.

Networks is in the second year of a two year project designed to provide information and services to institutions in varying stages of developing their special programs. Networks sponsors national conferences that highlight critical issues and facilitate interaction and information exchange among conferees. After the conference, selected conferees receive follow-up assistance to enable them to implement techniques appropriate for their own programs. A national conference is scheduled for San Francisco, December 6-8, 1978. In addition to conferences, Networks also plans and sponsors highly focused experiential workshops on topics of major concern such as instructional design, orientation, tutoring, writing and mathematics. These workshops emphasize practical solutions and assist participants develop a plan that can be implemented at their own colleges. Networks also works closely with state higher education systems to develop workshops that respond to specific regional needs. The publication of the Networks newsletter, conference proceedings and a monograph on tutoring is another major activity of the project.

Each of these activities should be increasingly cost-effective and should lead to the establishment of a bank of workshops and consultants that will be an accessible resource for the myriad of programs focusing on the underprepared college student.

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Brooklyn College, CUNY
Brooklyn, New York

The adult woman returning to school is one of the most rapidly growing student populations in postsecondary education. There are currently over 270 women's programs and over 15,000 course offerings in women's studies throughout the country. Heightened aspirations evoked by the women's movement and changes in family situations have brought women to postsecondary institutions in order to transform themselves from unpaid workers within their homes to paid workers outside their homes. However, the present economic conditions are forcing cutbacks limiting the ability of institutions to respond to the special needs of adult women. At Brooklyn College, and at all branches of the City University of New York, the retrenchment has been particularly severe because of the end of open admission and free tuition. Despite the climate of austerity, Project Chance, sponsored by the Women's Center and the Women's Studies Program of Brooklyn College, marks a comprehensive effort to provide access to education for poor and working class women, traditionally bypassed by liberal arts colleges and even by the the mainstream of the women's movement.

The most distinctive aspect of the Project's academic component is the reentry course, a twelveweek, free, noncredit course which meets for three hours each week. The reentry classes, offered at Brooklyn College and at community sites throughout the borough, provide basic skills instruction in a supportive atmosphere. The goals of the course are to help women gain confidence about their skills in language and math, to present them with options, and to enable them to think through carefully the steps necessary to make change in their lives. The Project also provides support services: math and writing workshops, credit course survival skills workshops, assertiveness training, tutoring, and academic, personal, and vocational counseling.

The Project is currently offering its fifth cycle of the reentry course. In addition to three sections held on Saturdays at Brooklyn College, there are six sections at community sites, including two Englishasasecondlanguage sections, one for Hispanic women in Williamsburgh and one for Russian immigrant women in the shorefront area.

The overall goal of the project, which is in its final year of a three-year grant, is to be a means by which a traditional liberal arts college will widen its focus on the young student to include a commitment to meeting the learning needs of diverse adult populations who have in the past been cut off from the institution. The specific anticipated outcomes of the project are 1) institutionalization within the School of General Studies, 2) the establishment of a distinctive program of course offerings, and 3) the production of a replicable reentry curriculum.

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University of California
Davis, California

Similar to other large educational institutions, the University of California at Davis has faced significant enrollment increases during the last decade. This increase has restricted many avenues of expression for original thought, creative student-initiated endeavors and directed individualized education. Additionally, as the undergraduate population multiplied, a reduction in the contact between faculty and students has occurred, further complicating these problems. This situation has led many students to believe that their role in the University is one of passive consumption of information rather than one as an active participant in acquiring knowledge. A comprehensive survey taken on this campus two years ago showed that both students and faculty members ranked student-faculty contact as the single most important factor in learning. Other learning factors deemed important by the students were self-directed study or independent study (81%) and special study (practical experience) offered in their program or major (76%). This direct one to one, student-faculty contact is clearly the key to promoting directed individualized education. Nevertheless, the majority of students need encouragement for this type of experience. One condition that can insure more meaningful faculty-student contact is readily available information about faculty interests and research, and about how to develop an independent or group study, as well as a source of funding to remove the financial burden of student research from limited department and professorial budgets.

The Student Center for Educational Research and Innovation (SCERI), inaugurated in the Fall of 1975, is designed to promote and stimulate student initiative, innovation, creativity and motivation. This second year grant makes is possible to further promote and facilitate: 1) the development of student initiated and directed individualized educational projects; 2) the creation and institutionalization of new courses of current social concern; 3) workshops, student directed seminars, and group research projects dealing with academic issues; 4) funding for student research requiring financial assistance; and 5) student involvement in faculty research and field work.

To meet these objectives SCERI is currently involved in counseling those undergraduates interested in self-initiated and group research projects and providing assistance and direction for developing new courses. This process includes clarification of the students' objectives regarding the project; help in securing a faculty sponsor with similar interests or research; aid in the completion of a written proposal and application for credit; provision of financial assistance when necessary; oversight and evaluation of current projects; and ongoing communication with faculty to maintain our files on faculty research projects and interests.

SCERI is unique in that it is a student-initiated and student-managed organization which enables undergraduates to undertake projects on an experimental as well as a long-term basis. The Center encourages students to begin to fill perceived needs within the educational structure of the University as well as within their own educational program.

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University of California
Irvine, California

California's network of community colleges with open admissions policies has made higher education more accessible and affordable for non-traditional women students. During the community college years, however, a "cooling-out" process has been described as placing a low ceiling on these women's educational aspirations, depressing their rate of transfer to four-year institutions and their entrance into other than the traditional "women's fields." Beyond the recognized academic, financial and geographical obstacles, lie more elusive psychological barriers in the sex-role socialization of the women and in the rather forbidding transfer mystique generated by the research university. In California, the end of the University of California's "Improved Access Transfer Experiment" and the climate surrounding the Bakke case have further exacerbated this problem of "psychological distance" from university education for the non-traditional potential transfer student.

The Access and Aspiration Model is a joint effort during the course of an academic year by two community colleges, Saddleback College and Santa Ana College, and the University of California, Irvine, to identify 80 high potential target group women and to cooperatively plan and implement special educational activities and support services for them that will counter "psychological distance" and the "cooling-out" effect and encourage the women to seek better paying, more diverse and satisfying careers through higher education. We are working with two contrasting populations of women students, one primarily middle class and Anglo, in a situation of suburban isolation; the other urban, low-income and ethnically diverse. At the heart of AAM are weekly cluster meetings on the community college campuses and quarterly meetings at the university. Cluster sessions incorporate a wide variety of learning modalities: workshops, seminars, field trips, lecture-discussions, individual and small group exercises and experimential problem-solving approaches. The curriculum moves from an emphasis on self-assessment, consciousness-raising, and goal-setting, with the development of individual learning problems, to information-building regarding majors and course selection, transfer and financial aid, then to problem identification and solving, survival and leadership skills, and the development of support networks. Prime agents for implementing the program are two student peers from each of the campuses. A multiplicity of faculty, staff and student resources from all three campuses are called into play in the program. Innovative features include the opportunity for all participants to utilize "SIGI," the university's system of computerized guidance information.

Institutionalization has been built into AAM, both in its structuring and in its low-budget design. Upon cessation of Fund support at the end of the year, once concepts and curriculum have been developed and tested, we expect to incorporate the model as a regular feature of our ongoing school relations programs. For the same reasons we expect AAM to be readily adatable to other settings where community colleges and four-year institutions exist in close proximity. We will pursue broad dissemination of a report on the model and project findings at the year's end. Our expectations are that we will have developed a cost-effective cooperative model for decreasing sex-role stereotyping in community college women and raising and diversifying their educational aspirations.

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The University has long been committed to providing educational opportunities for physical handicapped students. Evaluations indicated however, that handicapped students were not being adequately served by the Academic Internship program, which was set up to give students the opportunity to test their career goals and to help integrate academic training with career related work experience. The handicapped students who had successfully participated in the program were exceptionally well prepared academically, highly motivated, possessed a wide variety of experiences and general career direction, and were self-confident and outgoing. Many handicapped students however, have special problems and needs which were preventing them from attempting an internship as well as serving as obstacles to their success both educationally and later in gaining satisfying employment.

The following six problem areas were identified as basic obstacles to the success of handicapped students both at the University and as contributing members of society:

1) Inadequate or narrow educational preparation
2) Narrow range of experiences
3) Underdeveloped communication skills
4) Lack of knowledge about occupations
5) Little or no career related work experience
6) Job sterotyping, if not outright descrimination, on the part of employers.

The Experiential Learning Program for Handicapped Students is designed to help overcome these problems. During the first year of this two year project seventy-five current internship employers have been surveyed as to their willingness to participate in the special program with over ninety percent responding positively. In addition internships have been developed with 35 new employers. Outreach programs are being presented to encourage students to participate in internships and as a result during the first year (through August 1978) twenty-five handicapped students have successfully completed at least one internship with several students doing two different internships.

Expected outcomes of this project include 1) increasing the career awareness, self confidence and job related skills of handicapped students 2) increasing the educational and employment opportunities and options of UCR handicapped students 3) a set of guidelines for the establishment of academic internships for handicapped students which will be published.

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Most professional philosophers would probably agree that one clear value of studying philosophy is that it teaches students certain reasoning skills, skills which have utility outside the classroom and beyond the narrow confines of parochial philosophic issues--especially in contemporary moral, political and social policy disputes.

The problem is that the tools and techniques of philosophic reasoning tend to be presupposed rather than addressed explicitly, while methodological rigor is simply demanded of students rather than taught. The result is that the alleged value of philosophic education is more often presumed than demonstrated.

What is needed is to define--in straightforward, operational terms--the basic tools and techniques of philosophic reasoning; to define thereby the criteria of analytic-philosophic competence presupposed by any theory or program of general/liberal education; to develop curricula and widely accessible instructional materials expressly designed to teach skill in the application of these philosophic tools and techniques beyond the confines of professional philosophy and the philosophy classroom.

Our two-year project, now in its second year, is to identify and explain the most basic and widely applicable tools and techniques of philosophic reasoning and to produce and disseminate materials designed to teach and test skill in their use.

The hard products of the project will be a textbook, modularized instructional materials, computer-assist programs, a course emphasizing basic analytic-reasoning skills (part of a new core curriculum in the College of Humanities and Social Sciences at CMU), and a Conference on Logic and Liberal Learning.

The project should benefit students and faculty in a number of ways: (1) enhance students' analytic-reasoning skills, especially in addressing normative issues; (2) make more efficient use of class time and personnel in teaching the methodological component of philosophy courses of various types, especially where computer-assisted or self-paced programmed instruction can be effectively used; (3) help to de-mystify philosophy by making more explicit the object and the rules of the games students are asked to play and the criteria of competence by which students are evaluated; (4) provide an essential prerequisite for instructional and curricular innovations of various sorts, such as philosophy curricula designed primarily to teach reasoning skills, interdisciplinary courses and programs involving philosophy.

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Center for Education and Manpower Resources, Inc.
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Mendocino County has undergone some dramatic demographic and economic changes during the past decade. Like other areas of rural Northern California, the traditional resource base of forest products and agriculture is becoming less labor intensive. Problems of unemployment and underemployment are heightened by increasing numbers of women entering the job market for the first time, and by an influx of ex-urbanites who have decided to make Mendocino County their home.

These changes in the labor market situation of our area have created difficulties for both job seekers and employers. People looking for work or otherwise considering their career choices have little useful conventional wisdom or knowledge on which they can depend. Local agencies have been slow to respond to these needs, leaving adults with very limited access to career information.

Project ACCESS deals with these problems by providing adults with clear information they can use to help them make career decisions. In order to do this, we have gone to employers in the greater Ukiah area and gathered data about the jobs that currently exist, the skills and training necessary to get and keep the jobs, and other particular requirements that an employer might have. ACCESS has also done an intensive survey of the post-secondary education and training opportunities available in this part of the country.

Taken together, these resources give people a realistic picture of the spectrum of careers that exist, and how to best take advantage of them.

ACCESS has also developed an individualized career counseling system that provides assessments of clients' skills, interests and experience. Emphasis is placed on those skills that are transferable, the individual competencies that a person can adapt to a variety of jobs. Situational requirements and individual goals are important components of the evaluation clients get at ACCESS, and help each person better understand his or her own unique needs and abilities. The individual assessment combined with local labor market, education and training information gives ACCESS' clients a good sense of how they can best use what they have to get what they want for their careers.

In addition to providing services to individuals in our community, Project ACCESS is developing new ways to use the experience and knowledge gained over the past year. Detailed labor market information is being analyzed and organized in written form for use by other agencies to aid in the development of curricula and manpower program planning. We are putting together a series of workshops and working on group assessment techniques in an effort to broaden our service base and increase contact with the people of our area. ACCESS is becoming a catalyst in working with other groups in Mendocino County to maximize the human resources that exist here, and foster a sense of cooperation to that end.

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Adult learners who are non-affluent, women, members of minority groups, and others are often concerned with the financing of their education. Many of these learners are poor credit risks for loan programs and/or are reluctant to go into debt because of their uncertainties about the benefits of education.

These persons also describe the physical, social, psychological, and economic environment ("vibes," culture, ethos, climate) of some colleges and universities as making them feel uncomfortable, unwelcome and unrespected.

Given the fact that colleges and universities regularly contract with employers, local and national organizations, and trade unions to provide educational services at a rate less than regular tuition to individuals, we proposed to organize individual learners so that they could obtain similar benefits.

The organizational vehicle to achieve this objective was the Learners Cooperative. The Coop was designed as an organization through which prospective learners could develop a self-help environment that builds a sense of ownership into the learning process and a capacity to design and implement culturally reinforcing, developmental, and humanistic learning strategies.

The Coop was incorporated in the District of Columbia as a cooperative association in which each member has one vote and saves money in two ways. The first by purchasing services at a rate less than that charged to individual consumers (students) and the second by receiving a savings return (rebate) based on his/her level of participation in their educational program.

Now,at the beginning of the second and final year of FIPSE support, the first Coop Chapter has been organized in California composed of persons in the health professions. A contract has been signed with the University of Cincinnati's exemplary external M.S. degree program in Health Administration/Planning to provide educational services to the California Chapter. Negotiations are actively being pursued with several other innovative and responsive colleges and universities on behalf of prospective learners working in settings such as community action agencies; federal agencies; law firms and legal services agencies and the Armed Forces.

By the end of this year the Learners Cooperative will have:

- signed contracts with at least 3 colleges and universities
- established several chapters of the Cooperative consisting of adult learners with homogenous professional and/or educational interests, but characterized by diverse educational and experiential backgrounds.

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The Chicago Community Trust
Chicago, Illinois

The aged are the fastest growing minority in our society. Today, there are close to 23 million Americans over age 65, and they comprise more than 10% of the total population. Although projections vary greatly it is estimated that by the year 2000 the age 65+ population will number anywhere from 27 to 35 million. If present trends toward early retirement continue (i.e., downward toward age 55), the post-retirement period is projected to double in length from the present thirteen years to twenty-five. Such an extension of post--retirement years is leading toward a major social predicament: what to do with and for a population which has so many years ahead.

Unfortunately, an examination of the problems and issues affecting the older population leads to the conclusion that although the quantity of years has been extended for the older population, the quality of these extended years has not been equally enhanced. Older adults suffer from most of the most pernicious stereotypes, which generally classify them as a dependent population. Societal role expectations for the elderly have not only remained in the conceptual realm but have been institutionalized into laws, policies, and regulations which not only discourage active participation of older persons, but often actually prohibit it.

The Education Network for Older Adults has been developed, in cooperation with The Chicago Community Trust (a community foundation) to counter the loss of roles which this population faces in retirement. The purpose of the Education Network is to increase education opportunities for older persons. The 38 colleges and universities, 25 social service agencies, 3 area agencies on aging, and 45 individual associate members which comprise the Network are working toward a common goal of promoting a full range of educational experiences for older adults.

The Network itself does not provide educational opportunities, but works through existing organizations, linking institutions of higher education, human service agencies, governmental bodies, and business and industry. Some of the services provided by the Network include: a Resource Bank which contains information and materials regarding current educational opportunities; a brokering and counseling service which links older persons with the most appropriate educational experience; outreach to encourage older adults to consider participation in education; seminars for registrars, financial aid officers, and faculty; and awareness programs to increase the public understanding of the relevance of education to the elderly.

Through its activities, the Network is improving the ways in which educational services and programs are planned, organized, and delivered to older adults. It is increasing the participation of older persons in educational systems, and it is increasing public awareness of the barriers which prevent older people from engaging in educational experiences.

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Citizen's Policy Center
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There are few effective resources available to assist out-of-school young people, 16-24, in the difficult transition from school to careers. Whether a graduate or a drop-out, there are virtually no resources available to provide assistance in exploring and planning personally satisfying and achievable careers. Those resources that do exist are frequently available only to select populations (i.e. students). And these are limited to traditional educational counseling with little attention paid to job placement. As a result there is no one place that offers out-of-school young people assistance in mapping out education-work combinations that might open new career options.

OPEN ROAD has support to develop NEW AVENUES - a community based career-education center for out-of-school young people, 16-24, in three California counties. Specifically, NEW AVENUES will: 1) Gather information and document the needs of this population. We will document the specific problems out of school young people face as they attempt to move from school to careers, as well as the institutional blockages that work against the development of more effective youth policies. 2) Provide much needed direct services to young people, including educational counseling, job placement and special skill development workshops. 3) Based on information gathered, we will advocate for more effective uses of existing resources (especially at the local level) and, where appropriate, for the development of new resources. 4) We will establish ongoing Support Committees in each of the four counties. These Committees will provide staff with advice and direction in the establishment of program priorities as well as provide access to key institutional managers. They will lend legitimacy to our advocacy effort.

Activities will include individual educational counseling and job placement assistance; - Workshops (e.g. on pre-employment skills; on specific careers of particular interest to clients; - Development of a personalized referral system that will include individuals in the schools, Employment Service, CETA, etc; - Research and data collection on local institutional blockages to more effective youth policies; Advocacy before local and state agencies for improved education/work policies for young people; - Production of "white papers" (concise position papers) that describe a local problem, analyze its causes and recommend solutions.

Working in 3 California counties we will:

a) Institutionalize out methods and techniques;
b) Document the true extent and consequences of youth unemployment as well as identify the existing institutional blockages to a more positive transition from school to work.
c) Provide the much needed service of career counseling, referral and job placement to young people (16-24);
d) Present local forums for the discussion of the problem of youth unemployment.

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Clark College
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During the past decade new programs have been developed at Clark which permit students to exercise a wide range of learning options formerly unavailable at Clark or institutions serving similar clientele. Our development of these options and their outcomes is but a microcosm of a broader national trend; there are more options available for blacks, but there is also increasing difficulty in taking advantage of these options.

Students are poorly prepared in basic skills and general knowledge areas to perform satisfactorily in new degree programs. As a result, we have embarked upon a total restructuring of the lower division instructional program with carefully built in skills reinforcement at the upper division.

FIPSE funds will be used to underwrite the cost of the essential reorienting of the faculty to be more responsive to student needs and to develop new skills and competencies. This component is essential to the institutional renewal that calls for faculty who have concerns beyond teaching a discipline. Our goal is the reorganization of the entire faculty to change the way it functions. A great deal of attention will be given to having faculty determine what competencies they need to develop in order to fit into the new structure and to meet student needs that are not presently being met.

The expected outcomes of the project will be: 1) institutionalization of a reward system for faculty who teach in the lower division; 2) preparation of course syllabi that emphasize the interrelatedness of knowledge; 3) development of new teaching strategies; 4) examination of issues related to remediation; 5) a research design that will determine the effectiveness of the restructuring, yearly and over the three-year grant period; 6) development of strategies for a closer relationship between instruciton, counseling and research.

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Clark University
Worcester, Massachusetts

The Learning Support Project at Clark grew out of a belief that adults differ from traditional students not just in age but also in the richness and variety of their experience - in earning a living, raising children, participating in organizational and community affairs, and so forth. As a result of living through these experiences of adult life each one of us acquires new information and skills, and changes occur in our judgments and feelings about ourselves and our relationships to others. The purpose of this Project is to provide adult students with an opportunity to earn credit for integrating this knowledge gained through experience with knowledge acquired in the academic setting.

In the Project a student earns credit for a reflective analysis of a life experience using concepts provided by the disciplines in the university. This work is supported by a two-semester "Life Experience Seminar." In this Seminar the student learns to produce a "Portfolio" which unites focused life experience with an appropriate theoretical framework. The Portfolio is awarded variable academic credit by a "Mentor" who has worked with the student on the project. This person is usually a member of the Clark faculty.

Students entering the Project are often in the midst of major changes in their personal lives and careers. Because the work in the Seminar is individualized each student is able to develop a truly unique Portfolio on a topic that he or she has identified as an important part of his or her life at that time. They enter the Project at one of three phases in their academic program: (1) those entering higher education for the first time, or those returning to school, find it useful in developing academic skills and an orientation to the various disciplines of study; (2) those completing study in a concentrated area of interest find it useful in developing an organizing framework for approaching additional course work in related disciplines; (3) those about to complete a degree find it useful as a capstone experience, since the Portfolio can provide a perspective that allows them to see relationships between their past life experiences, their academic studies, and their future goals.

During the past two years more than 100 students (aged 23 to 71) have entered the Project. Half of them have finished Portfolios and the rest are nearing completion. Students completing the Project demonstrate an increase in self-confidence and comitment to their academic program. They created a COPACE student association, and, as a group, they have a high rate of degree completion. Seventeen percent of the Clark faculty have served as mentors to students. This year we will consolidate our faculty development and program institutionalization efforts.

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Clearinghouse for Community Based Free Standing
Educational Institutions (CBFSEI)
Washington, D. C.

The Clearinghouse for Community Based Free Standing Educational Institutions is a national organization established by member institutions to coordinate efforts on common concerns and problems. The incorporation of the Clearinghouse in 1976 was preceded by a series of FIPSE sponsored meetings of representatives from community based institutions beginning with the 1974 Project Directors meeting.

The Clearinghouse has brought together geographically dispersed and ethnically and culturally diverse groups which through community based education, have found ways to improve the lives of individuals and communities. Each year our member institutions, now numbering thirty-five, plus two associate members, provide direct services to more than 100,000 individuals and are used as resources by almost 250,000. Their impact is felt in their communities where they are emerging as central forces for the mobilization of community resources toward community development.

Community based educational institutions share certain common characteristics including cost effectiveness, customized learner centered instruction, effective recruitment of and service to non-traditional learners, programs aimed at community service and development, advocacy for community change, and relevant and accountable structures and programs. To varying degrees these approaches are evolving as significant innovations to the delivery of educational services.

The FIPSE project has enabled the Clearinghouse to establish a national office in Washington, D. C., which has the following components: (1) communication and information exchange among member institutions; (2) resource development and dissemination; (3) technical assistance to member and emerging institutions and (4) articulation and projection of community based concepts and approaches. During the first two grant years the central office has been established, the communication/coordination and resource development activities have become routine, and greater visibility and recognition of CBFSEIs by the educational community have been achieved. Several regional meetings have been held and three task forces dealing with institutional evaluation and development, lifelong learning and women's issues in education have been organized. Technical assistance activity has increased with numerous requests being received by the central office.

As the Clearinghouse enters its third year of FIPSE support, we will continue to develop major products in all areas of our operation. At this time, we have exceeded our minimal three-year accomplishment goals and we foresee the possibility that our projected maximum goals will also be exceeded by the end of the grant period. We hope to expand our advocacy activities by impacting on policy formulation concerning educational legislation and selected educational issues of importance to CBFSEIs. Our efforts in building a capacity to assist in the development of new community based institutions will similarly continue as we seek permanent sources for funding stability in order to sustain our operations and further our mission.

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Colegio Cesar Chavez
Mt. Angel, Oregon

Traditional education has produced a high rate of failure among Mexican-American students in Oregon. The statistics show that 65 percent of the Chicano students in Oregon fail to graduate from high school. Failure in public school leads, in turn, to disqualification from participation in higher education. While Chicano students comprise 1.7 percent of the elementary and high school enrollment in Oregon, they make up only 0.1 percent of the state's college and university enrollment. Colegio Cesar Chavez is presently trying to arrest this trend of academic failure among Chicano students. The Colegio provides many Chicano students who would have dropped out of the education system with an opportunity for higher learning. (Over 53 percent of the Colegio students would not be attending college if it were not for the Colegio.) However, many of the students who come to Colegio Cesar Chavez have difficulty excelling because of past experiences in the traditional educational system. The high rate of failure among Chicano students is attributable to three factors: 1) A lack of cultural pluralism in traditional education; 2) A sense of incompetence and impotency among Chicano students; and 3) A high degree of field dependency in learning situations among Chicano students.

In its third year of funding, the Colegio's FIPSE project "Si Se Puede" (Yes, It Can Be Done) is continuing to develop and implement a community-based, family-modeled, peer counseling system to deal with learning difficulties stemming from the factors outlined above. For the academic year 1978-1979 the learning/counseling team concept will be implemented with all students. Moreover, as a result of participant observation, reflective discussions, and the availability of Colegio-FIPSE graduates, the learning/counseling team will be expanded to include Colegio graduates in order that students may obtain more assistance from successful role models who have had their own experiences in the familia concept. Within the counseling team setting, students, teachers and graduates together will learn how to understand and deal with learning problems through the use of a bicultural perspective on such problems and their solutions.

Short term outcomes include the expansion of the learning/counseling team and the extension of the team concept of all students. Additionally, the project will address the issue of field dependent skills. An external evaluation will provide project staff with a non-biased program review.

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College for Human Services
New York, New York

To deal effectively with the human service needs of our population, it is critical that human service systems be reorganized to be more effective and more humane. It is important that the relationship of professional training to these goals be addressed. More and more in these times of fiscal constraints, human service agencies need professionals who can productively perform a multiplicity of roles: individuals who can work in new ways with citizens needing help; individuals who see citizens as "whole" persons with inter-related needs, all of which must be addressed; individuals who are committed to citizen empowerment, the achievement of increased self-sufficiency; and individuals who see in performance assessment the most rational way to reward effective service. How can such individuals be trained? What are the criteria by which such individuals can be assessed? How can higher education respond to the service needs of our population? These are the problems this project confronts.

The project continues dissemination of the College for Human Services' performance model of professional education through the three College locations: New York City; Broward County, Florida; the East Bay area of California. Although the College for Human Services has developed a model that could be replicated by any institution of higher education, it reserves its places for low income students. The model blends theory and practice to focus on performance. Theoretical knowledge is structured around eight areas of learning, or "crystals" which effect all work in the human services. These are related to five constants or "dimensions" that permeate all effective practice: an ability to set purposes; an awareness of values and ethics; an understanding of oneself and others; knowledge of the systems which effect our lifes; and an ability to use appropriate skills in situations which arise. Students spend 35 hours per week in work and study -- part in the classroom, and part, by contract, in human service agencies. The new model includes new standards for admissions, a unique faculty role, and assessment based on "constructive actions" -- actual service delivery designs which reflect mastery of each "crystal."

Expected outcomes include: assessment and refinement of the curriculum in all three sites; development of sustaining operational funds in Florida and California; seminars to train agency supervisors in the new modality; job development on the state, federal and local levels to insure better human service delivery; the institution of management and fiscal policies under which all three Colleges will operate; publication of a national journal and the identification of additional institutions who may wish to adapt the College model.

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College of the Atlantic
Bar Harbor, Maine

The surface of our planet has changed dramatically in the past twenty years. Our build environment not only frames and defines most daily activity, it also consumes more than 25% of the energy available to us each year. The technicians, artisans and tradespeople of the past have inadvertently left us with structures and spaces and public hardware that are rapidly draining and diverting our energy from more important tasks. Many excellent postsecondary institutions have been addressing the component parts of the "energy and built environment" problem in separate specific ways. It is our goal to attack this problem as a totality and to establish an educational model curriculum that deals with the problems of energy, economics, environment and aesthetics as one essential undergraduate field of study. In this way we hope to effect a change in the attitudes and skills of the artisans and technicians of the future.

The College of the Atlantic was formed eight years ago. Its major field of study is in the environmental and natural sciences. This four-year private college now has 15 faculty, 15 staff, and 120 students who are candidates for its Bachelor of Human Ecology degree. Because of its rural New England location and its environmental emphasis, College of the Atlantic began to develop a program in Environmental Design four years ago. Our curriculum is marked by a number of competencies and skills required for graduation. Among these are real world job experience, independent workshop involvement, and a final research project done on an environmentally related subject.

The Environmental Design program began with courses in shelter design and alternative building and heating technology and has evolved into a much deeper study of architectural history, site analysis and design, solar energy research, and many other courses. Our goal is to train a 'light blue collar worker' - scholars and aestheticians with 'real world' marketable skills, and technical tradespeople with a scholarly view of the planet's changing needs.

At the end of the final phase in our three year project we will have, we feel, an interesting and specific model curriculum that will be useful to both the liberal arts colleges and the trade schools interested in this work. Graduates of our program will be equipped to either go into various construction industries and occupations or to attend graduate school in architecture or related fields.

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Colorado Mountain College
Glenwood Springs, Colorado

Colorado Mountain College, a two-year community college, serves a five county district in west-central Colorado. Located in a physical setting dominated by 14,000 foot mountains which separate the valleys of the Colorado River drainage, the Colorado Mountain Junior College District covers some 5,700 square miles. Population is dispersed, with an estimated 60,000 to 70,000 permanent residents. There are more than twenty communities, none of which has more than 10,000 residents. Travel throughout the District is restricted at times due to weather and road conditions which make mountain roads impassable. In addition, a marked feature of the CMC district population is its diversity ranging from the affluent resort towns like Aspen, Vail and Breckenridge to mining areas such as Carbondale, Gilman and Rifle to ranching communities such as Eagle and McCoy. To address the diverse educational needs and difficult travel problems CMC operates eight fully staffed, community based centers throughout its district, in addition to two separate campuses. Although these centers have been successful in providing instructional services, there remains a critical need for expanded educational, career, and life planning information and adult counseling.

As the result of a three-year grant, the Outreach Adult Counseling and Information Services (OACIS) program has been implemented to provide information, assistance and referral services in the different communities. Using community "educational counselors" OACIS works to assist individuals in establishing goals, evaluating options and alternatives, making decisions, and contacting necessary resources. Beginning at the community level, OACIS has established a referral network of local, regional, statewide and national sources of life, educational and career information. In the first year's operation, fifteen part-time educational counselors have been hired and have initiated services in the various communities. More than six hundred fifty individuals have contacted the OACIS staff with a variety of needs including ABE, job upgrading, career change, post graduate study and others. In addition, the community service agents, institutions of higher learning and governmental programs have been contacted to establish working relationships and to share information.

OACIS will continue to develop its services and visibility. A complete community resources directory will be published and distributed during the second year and will cover various educational, career and life information on a local, state and national level. Follow-up and continued client contacts will take place to insure individual needs and goals are met. OACIS will allow Community Education to be a complete, community-based educational service unit. It can serve as a "model" system for community problem solving, identifying and serving broad postsecondary learning needs and utilizing various resources such as external degrees, correspondence study, community resources and alternative delivery methods for course instruction, certifying and crediting life skills and abilities.

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Commonwealth Job Development Center
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Low-income adults residing in Puerto Rico's urban public housing facilities have no flexible freeofcost, nontraditional programs to serve their specific educational interests and needs. Policies and procedures in the formal education system of Puerto Rico are rigid, highly structured, prescriptive, competitive and, thus, intrinsically selective. Achievement is difficult for low-income students and they drop out from the educational system. In the adult stages of their lives, they are undereducated, unemployed, and unwilling or unable to pursue traditional studies. The most recent statistics in Puerto Rico evidence that out of every 100 students enrolled in first grade, only 37 graduate from high school and 11 from college. Our target population is part of that remaining 63%.

Our 3 year project intends to establish a highly unstructured method of non-selective and noncompetitive approaches to facilitate the individualized education of the adult target population from low-income urban public housing at the postsecondary level. We plan to discover with them which approaches are relevant and record results for evaluation and replication purposes. The two main clusters of activities for the first year are:

1. Activities with participants such as development of in depth interviews and preparation of individual portfolios; and individual education plans and activities, including "formal" instruction at the postsecondary level for the 30 adult participants; orientation; group discussions on educational aspirations, goal setting and fulfillment; individual counseling and referral services (our staff includes 10 clinical psychologists on a part-time basis); followup assistance with potential employers. 2. Cooperative planning and resource materials sharing with relevant agencies, institutions and organizations, both in Puerto Rico and the mainland. This includes the preparation of a Directory of Educational Services available in local government agencies outside of the formal education system, and coordination for the delivery of these services to the participants.

As a result of this project, we expect to find costeffective alternatives for providing educational opportunities for the adult Spanishspeaking low-income population of the Commonwealth of Puerto Rico who are unable or unwilling to enroll in available traditional education programs. The exploration, implementation and evaluation process of different alternatives, jointly designed by our institution and the participants, will be recorded and analyzed for dissemination and replication purposes. In addition, we expect to initiate a dialogue with the employment sector to explore the relevance of current educational requirements for the different jobs available for our population and to explore the feasibility of substituting "paper qualifications" for competencybased adult performance criteria.

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The Community Congress of San Diego
San Diego, California

Many of the workers (community developers, paraprofessional counselors, self-help workers, etc.) in San Diego's alternative human service organizations have found traditional professional education either inaccessible or irrelevant. Yet without the personal growth, legal powers, and career mobility which accompany continuing education and the associated credentials, the workers are limited in their ability to realize the full potential of the new human service roles they are creating.

This project will seek to overcome these problems by creating opportunities for the workers to gain relevant professional education and credentials. It will do this by creating a replicable "self-help model" for educational services planning by and for the consumer.

The key element of the model is the creation of an on-going network of staff within community organizations who will assist fellow community workers to cooperatively identify their own educational needs and to mobilize their own resources and those of existing educational institutions toward meeting those needs.

If the project is successful, it will have a significant impact on the accessibility and relevance of existing educational institutions in San Diego. It will also build the foundation upon which a decentralized city-wide system of educational brokering can be developed for the general population.

The project will achieve its proposed outcomes through an "action learning" process. The ten part-time Educational Services Specialists provide the key to this process. During each of the projects two years, a different team, selected from the staff of ten different community-based agencies will carry out a nine month series of action assignments. Taken together, the assignments form a comprehensive series of interdependent steps in a bottom-up self-help process of educational services development.

- define emerging worker roles, requisite competencies, and career ladders
- identify the education and training needs of those workers
- identify the relevant educational programs in existing institutions
- where educational programs are accessible, assist workers to take advantage of them
- where the programs are not accessible, advocate to remove barriers to their utilization and
- where the needs are still unmet, develop new education and training programs.

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Conference of Small Private Colleges
Princeton, New Jersey

Working adults who enroll at less than half-time in college are excluded from all federal and most state financial aid programs, including guaranteed loans. To finance their education many are forced to borrow at commercial rates of interest, now ranging from 12 to 18 percent per year.

The Conference's proposal addresses the problem of financial access for part-time students by insuring the institution against default rather than through loans. The plan would insure colleges against student default when they allow them to pay tuition in installments. The tuition insurance plan is unique because it insulates students from the inflation rate of the general economy by pegging the student's insurance fee, not to the going rate of interest as a loan program would, but rather to the actual default rate which colleges experience. As long as the default rate stays below the going rate of interest, insurance is less expensive for a student than a loan.

An insurance plan has an added advantage over loans and grants in that large transfers of funds from institutions to students are not required. Also, an insurance plan has administrative dealings only with the very small percentage of defaulters rather than the entire body of part-time students

We would like to explore whether insurance against default is a more cost-effective way of increasing access to higher education than the more traditional loan and grant programs. This project may provide a model for public agency participation in dealing with an unmet national need.

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Conference of Small Private Colleges
Princeton, New Jersey

This project deals with an aspect of consumer protection for part-time students. It raises the question whether the per-credit hour tuition system, which originated when colleges had only day programs, and the vast majority of students were on campus full-time, is equitable to part-time and evening students. Under this unit pricing system, working adults who attended evening and weekend programs are charged for services they neither get nor want. This project provides a way in which colleges can experiment with "unbundling" their tuition charges with a minimum risk of financial loss.

The obsolescence, not to speak of inequity, of the unit price system reflects a more fundamental reality about college and university support services. The whole structure of counseling and extracurricular activities reflect an age when the college stood in loco parentis to youths in late adolescence. Such services tend to be inappropriate both in substance and in tone to the needs of mature adults. A change in the unit price system will require re-structuring the services themselves.

Equity for part-time students, then, involves more than tinkering with an existing tuition schedule. A new pricing system which "unbundles" the services which the traditional credit hour charge provided requires thinking through what are the services which part-time students want and need.

The Conference proposal would:

(a) "Unbundle" the unit price structure and assign to each service, e.g. classroom instruction, counseling, academic advisement, job placement, etc., its own separate price.

(b) Once the elements which make up the unit price are unbundled and given an individual price, they can be recombined to create a package of services tailored to the needs and financial resources of each part-time student.

(c) When instruction and support services are provided on a demand basis, colleges can insure proper staffing at the times when demand warrants.

Unbundling allows market forces to come into play so that the college can shift resources into areas more clearly responsive to student needs. Unbundling forces the colleges to find out what the consumer really wants.

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Consortium for Urban Education/Adult Education
Indianapolis, Indiana

The Adult Education Information Center is designed to assist adults in determining their educational needs and in locating educational opportunities which meet scheduling and situational requirements. Through its "Learning in the City" project (postsecondary education presented at a time, location and price convenient to working adults) the Consortium has uncovered a widespread problem: the need for comprehensive postsecondary education information. Fifty percent of those taking their first class through Learning in the City are enrolled for job development reasons. Of students taking their second class, 83% do so with the goal of job skills development or to eventually achieve a college degree. Traditional institutional counseling and course scheduling are not designed to help these persons achieve their goals. The Center seeks to fill this need.

This is the second year of a two-year grant for the development and operation of the Adult Education Information Center. The Center, staffed with a director/counselor and a counselor/administrative assistant provides counseling and referral services to adults interested in pursuing varied postsecondary educational opportunities. Counseling services include interest testing, client referral and participation in Center activities by representatives from area educational institutions. Since its official opening on March 15, 1978, the Center has serviced over 500 clients through telephone and in-person contact. Additional persons have been assisted through workshops and in-service presentations at community service and other agencies.

For the second funding year the Center is considering several activities which may assist in securing further funding. These include: 1) entering into contractual agreements with government and private agencies for client services, such as individual counseling and interest testing; 2) acting as an advocate to assist women and minorities in securing training to enter construction trades and assisting contractors affected by U.S. Department of Labor goals and timetables; 3) assisting handicapped individuals in securing specialized education and training. Currently the Center is meeting its goal of assisting adults in determining their educational interests and needs. Additionally, the Center provides a base of cooperation for Indianapolis' postsecondary educational institutions. The continued success of the Center is dependent upon its sensitivity to the broad range of educational and training needs of the adult community in Indianapolis and central Indiana.

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Council for the Advancement of Experiential Learning (CAEL)
Columbia, Maryland

The Problem: A rapid growth of experiential learning programs is occurring in the United States. To conduct them and assess their outcomes appropriately trained faculty and administrators are needed. CAEL will help some 10,000 persons qualify for this work over the next four years. To do so in a cost-effective way, to model self-directed learning for students, and to learn what is involved in such learning, the professionals must themselves practice learning styles requiring self-directedness and flexible use of peer assistance. Past CAEL professional development work has fostered active, experiential learning, but has not provided the peer consultative support nor learning aids, trying self-direction with institutional agendas and with colleagues' support from outside.

The new project provides an educational service to professionals in emerging roles in experiential education. It adds the following to present CAEL activities in this area:

1) provisons for one-on-one consultative service by senior tutors or consultants to the professionals who are the trainees;
2) the development of supplemental learning materials especially tailored to the self-directing but peer-assisted design of this pattern of professional development;
3) the development by trainees of learning plans clarifying their objectives, identifying the needs that require group efforts as against those which can be met independently, the expected learning outcomes, and the relationships of the learning plan to the employing institution's needs; and
4) the explicit linking of institutional support and collegial support with the individual's learning plan (through CAEL's Institutional Development Program).

The Project seeks increased competence and performance on the part of 1000 or more faculty and administrators in the first and each succeeding year; and a commitment from the first 1000 participants to provide a similar consultant service to a new cycle, who will do the same.

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Council on Legal Education for Professonal Responsibility, Inc.
New York, New York

The Council on Legal Education for Professional Responsibility (CLEPR) is a specialized philanthropy established in 1968 to foster the growth of clinical legal education programs. With CLEPR's support, clinical programs have become an increasingly important part of the American law school curriculum during the last decade. Clinical programs are defined as those in which law students represent actual clients under supervision for academic credit. As clinical programs have grown in number and importance, questions about the goals, methods and efficacy of the programs have been raised. One important way to help resolve such questions is to inquire whether measures can be devised to test for skills uniquely learned in clinical programs. The problem addressed by this project has taken on added importance because of pressures outside the law schools for testing of lawyer performance (as opposed to subject matter knowledge) prior to bar admission.

This grant is entering its second year. During the first year two groups of people were identified and given the same tasks: identify specific skills that are commonly taught in clinical programs and attempt to devise measures to test these skills. One group consists of a team of research psychologists from the Educational Testing Service (Donald L. Alderman and Franklin R. Evans), one of whom has spent a year evaluating a clinical law program. The other group consists of two law professors (Robert Keeton of Harvard and Roger Park of Minnesota) and an educational psychologist (Dr. Russell Burris of Minnesota) who have worked together to produce a number of programs using computers to teach clinical skills. These two groups have been in contact with a number of clinical law teachers in programs across the country and have selected about fifteen teachers able and willing to "author" tests of clinical skills. Certain skills have also been tentatively identified.

During this grant year the two groups will work with the selected clinical law teachers to devise preliminary tests using either a computer or latent image method. Each group will then select up to six law schools where these tests can be tried out at the end of this fall semester. The results will be evaluated during the spring.

This project will identify common aspects of clinical legal education programs and will result in proposed measures for assessing certain clinical skills. Because it is difficult to capture the subtle and complex skills involved in learning by doing it is not anticipated that a definitive test acceptable to law schools and bar admission authorities will be achieved during this coming year. The project will, however, focus attention on the problem of skill testing and offer some concrete tests requiring further scrutiny. The project will also aid in creating a consensus about the goals and methods of clinical programs. Finally, the project, through a series of meetings, will foster a continuing exchange of information and views with those who seek to test performance in other professional fields.

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Denison University
Granville, Ohio

This project seeks to explore the relationship between problem-solving skills in various disciplines and to establish insofar as possible the general nature of problem solving as it has been developed and defined in both disciplinary and interdisciplinary activities. In the past we have presumed that exposure to diverse educational experiences would insure intellectual growth and the development of critical thinking capacities. Today, however with declining achievement among entering college students nationally and at Denison, a more structured and cohesive experience would be necessary to attain integration and to maximize critical thought development. Denison University as a liberal arts institution which trains students for limited and predictable careers must now respond to the question of specialization and declining professional markets as well as a rise of inexpensive public education. Our response is not to compete with public universities by educating for specific occupations or to limit our educational experience to pre-professional training, but instead to preserve our ability to provide a broad and critical education that will be useful to students in their diverse career and life opportunities.

In seeking to respond to the extent and clarity in training in critical thinking and problem-solving we seek to examine the patterns of problem-solving being used in a variety of disciplinary and interdisciplinary courses in order to find the common elements in these courses as well as the areas where divergent problem-solving tactics have been and are being applied. The initial group of faculty will participate in a workshop with outside consultants to broaden their own backgrounds in the area of problem solving and in the evaluative instruments which are used to test critical thinking. This background will then be used in the planning of the courses for the first year as well as the organization of the evaluative instruments to be used in pre- and post-testing students who take these courses.

During the second year of the program the faculty involved in the first-year program plus new consultants will offer a seminar for the second Denison faculty group in preparation for planning their courses to take advantage of the locally developed information as well as the expertise of the consultants. During the 3-year duration of the program approximately 650 undergraduate students will be involved in a wide variety of courses which will use this approach. Many of these students will be involved in more than one course using problem solving patterns, and special care will be given to pre- and post-testing the effects of multiple experiences in problem-solving on the ability of these students to deal with problem situations.

The expected outcomes of this project will be: 1) an awareness of the styles of problem-solving used in various disciplines 2) increased use of selected problem solving patterns in traditional and interdisciplinary courses, and 3) evaluation of the effect of multiple exposure to problem-solving emphasis on the ability of students to solve discipline-oriented and general problems.

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DePaul University
Chicago, Illinois

Adults face many problems in returning to school: they are faced with hundreds of educational options, they need help in making intelligent choices about which option they choose, they do not understand how colleges work, and they are often scared and intimidated about returning to school.

Some highly innovative and creative approaches to dealing with the special needs of adults have been developed and could be shared with other educational programs, both in Chicago and nationally. One such successful approach has been the Discovery Workshop, developed by DePaul University's School for New Learning. In this Workshop, students learn to articulate their educational goals, identify their strengths and resources, recognize the educational options available to them, and generate creative solutions to barriers to returning to school.

This project will take the Discovery Workshop model outlined above and build upon it to develop a multi-faceted adult student center in the Chicago area. The Center will have eight major functions: 1) Generic Discovery Workshops; 2) Individual and Group Educational Counseling; 3) Dissemination Workshops; 4) Advisory Committee; 5) Other Workshops for Students, aimed at reducing academic barriers to returning to school; 6) Materials Production and Dissemination; 7) Resource Bank; and 8) Public Relations.

There will be two major components to the evaluation of the Center: 1) information collected to be analyzed by decision-makers for program development and renewal, and 2) quantitative data collected to help gauge the success of the Center's outreach in serving the adult population of Chicago, demographically and geographically.

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Durham College
Durham, North Carolina

Durham College is a small, historically black junior college which has served educationally and economically disadvantaged students from the states of North Carolina, South Carolina, and Virginia since 1947. Typically, Durham's students are drawn from the lower quarter of their high school graduating classes, and most of them enter college with poorly developed basic skills. All too frequently, the skills that the students failed to develop fully in high school are the skills which are required for success in college, and as a consequence many of Durham's students drop out before completing a degree. Many of those who remain, however, continually confront feelings of futility in attempting to meet the demands of college-level work. Perhaps the most troublesome characteristic of such students is their reluctance to face situations which would challenge them. They will often seek to avoid courses and classes which will demand a great deal of reading or writing, and as a result, they never achieve all that they are capable of attaining academically.

In response to the needs of its skills-deficient students, Durham proposes to develop a comprehensive program utilizing the mastery learning approach as it is used at Olive Harvey College in Chicago. The mastery learning technique is an outgrowth of the work of Benjamin Bloom. Its basic tenet is that as many as 95 percent of the students in any given class can "master" a set of learning objectives if they are provided with appropriate forms of instruction. Central to this approach is the ability of the instructor to identify and articulate the goals and objectives of instruction and to provide students with a variety of learning/instructional strategies. One important outcome of mastery learning techniques is the development of a sense of accomplishment on the part of the student. One success quickly becomes the basis for other successes, and students who have traditionally avoided challenges in the classroom often feel empowered to take courses they might have avoided in the past.

In the first year of the grant, a small group of Durham faculty will receive training in mastery learning techniques. These instructors will become the core of an effort which will eventually result in the conversion of the entire Durham curriculum to a unit based on mastery learning instructional strategies. The conversion effort is one which is expected to ultimately involve the entire faculty, and the process is scheduled to be completed by the spring of 1981. It is expected that formative and summative evaluation techniques will be used to monitor the success of this process, and it is hoped that Durham will eventually become a model which other colleges may emulate in their attempts to raise the level of achievement of skills-deficient, disadvantaged students. More importantly perhaps, Durham expects to observe--based on past experience with mastery learning techniques--a significant increase in the levels of achievement and motivation on the part of its students as well as significant decreased in academically related attrition.

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Eagleville Hospital and Rehabilitation Center
Eagleville, Pennsylvania

In the past two decades a new category of worker has emerged in the human services: mostly poor, from minority groups, and for the most part with little formal educational background. A significant portion of these workers have become highly skilled practitioners. In the addictions for example, they have been the pioneers. Yet, because of the failure of professional schools to credit their proven skills and knowledge and because a baccalaureate degree is almost invariably a condition of entry, these workers have been unfairly denied the credentials needed to advance into decision making positions. This blocks the unique contributions that they could make toward making human services more responsive to the needs of the citizens they serve.

The Eagleville-Lincoln Masters Program, initiated by Eagleville Hospital, the largest combined alcohol and drug treatment program in Pa. and a national training and research center, is a response to this problem. Eagleville with Lincoln University, the oldest black university in the country, and several other human service agencies have together developed a competency-based masters degree program in human services. It is jointly taught and jointly administered by the university and the agencies. The program is performance focused and generic. Students are admitted on the basis of experience and requisite academic skills rather than mere possession of a baccalaureate. All but two of the 70 students now enrolled in two classes (1977 and 1978) work full-time in agencies and have an average of six years experience. 3/4 of them do not have baccalaureates. The average age is 34. Approximately half are black. Half are women. 1/4 are former addicts and alcoholics. More than 25 agencies from such fields as mental health, drug and alcohol, corrections, child care, parole and probation, youth services, education and geriatrics are involved. The program can be accomplished in five semesters. Classes are scheduled so that full-time workers can attend. The curriculum has been adapted from the design developed by the College for Human Services. All students have preceptors who are experienced credentialed professionals. Preceptors have equal input and authority in the field with Lincoln academic faculty. Policy is made by a Board composed of agency representatives, students, community representatives, Lincoln faculty and administration.

The program will graduate its first students in January, 1979. Students have had substantial impact on improving service delivery in their agencies. We expect this to grow in the future. Some students have been promoted already; more anticipate promotion after graduation. More agencies, from more systems, with more students will be coming into the program in the next years. The program is gaining more recognition each day. It is stimulating better training efforts in agencies, both in and out of the program.

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East Central College Consortium
Alliance, Ohio

The East Central College Consortium is composed of seven private liberal arts colleges including: Bethany-Bethany, W.Va.; Heidelberg-Tiffin, Ohio; HiramHiram, Ohio; Marietta-Marietta, Ohio; Mount Union-Alliance, Ohio; MuskingumNew Concord, Ohio; Westminster-New Wilmington, Pa.

Between 1974 and 1977 the seven member colleges cooperatively planned and implemented an inter-institutional program which offers adults the option of earning a degree from a member college or from the Consortium itself. As a consequence of this effort, the colleges are experiencing a changing mix of students with increasing numbers of adult, part-time stdents who come primarily from the small towns and rural counties which surround our seven colleges. The adults who enroll in the program deal with our faculty on a one-to-one basis and combine on-campus work with home-study. There are presently about 250 adults enrolled as candidates for degrees from the member colleges and 25 who are candidates for Consortiumawarded degrees. All adult students who seek college credit for non-college prior learning are assessed by the Assessment Board of the Consortium. This project, therefore, addresses the problem of providing faculty members at small, liberal arts colleges with the skills to function successfully as mentors and academic advisers of adult, part-time students. We believe that this requires abilities distinct from those which are involved with successful classroom instruction of residential students.

This project involves two principal activities focusing upon alternative instructional techniques and alternative academic advising techniques. First, we are holding four Consortium-wide, two-and-a-half day workshops for faculty members from common discipline areas. The workshops center upon innovative instructional approaches that have particular application to adult, part-time students. Second, each campus is planning a continuing workshop that will stretch over the two year life of the project and which will train a core of approximately twenty faculty members to be academic advisers of adult students. Each campus's plan is subject to approval by the Consortium Academic Council. While there are some common resources used at all seven colleges, each has the flexibility to design its continuing workshop in a way that addresses local needs.

Upon conclusion of the project in 1978/1979, seven small colleges will have available a core of faculty members who are especially competent to meet the changing educational needs of adult, part-time students. This will enable these institutions to better meet the needs of the changing student mix which we see occurring on our campuses and which we believe will be increasingly significant in the nineteen eighties. This project should serve as a model for many small colleges which are striving to address the educational demands of adult students.

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East Harlem Block Schools
New York, New York

Until recently, parents were not viewed as contributors toward the education of their children. They were excluded from the classroom and overlooked as potential resources to teachers. For parents and other community members who have now started serving as teaching paraprofessionals and demonstrated the value of their work, there is no way to recognize their competence or build on the career experience that they have gained. State Departments still require academic credentials as the basis for teaching certification. Yet for many adults, investing in an undergraduate program is neither fiscally feasible nor practical in terms of the time required to complete a 4-year program. Moreover, certified teachers usually find themselves isolated, unsupported, and with inadequate and irrelevant opportunities for professional growth.

The East Harlem Block Schools has developed and run during the past 6 years an in-service, competency-based training program for the staff and parents of its elementary school and 2 day care centers which deals with these problems and, in partnership with Goddard College and Bank Street College of Education, now leads to B.A. degrees. This program is unusual in several ways. It is geared to low income working adults with families; the paraprofessionals and parents of the school can earn professional credentials; almost the entire staff is involved in the program, not only individuals who are working for degrees; and training grows out of the goals, needs, and work of the center as well as the individual, and consequently has direct benefits for the children.

The Block Schools has attracted attention from other community-based school centers interested in such a program and has spent a year learning how to replicate this model. The Block Schools has actually begun providing help to 5 centers, has done substantial work on the planning and pilot testing of the dissemination model, has developed materials, techniques, and work plans, and is preparing an accompanying manual. Whereas most dissemination efforts are rather passive (for example, providing information through conferences, journal articles, etc.), the Block Schools' dissemination model provides direct assistance to participating centers at every stage of the process. The actual development of the new college program, however, is done by the center itself, thus assuring flexibility and autonomy in the adaption of the basic model. The Block Schools provides workshops, support, guidance, feedback, and assistance in securing resources -- not a rigid package. Moreover, the sensitivity, credibility, and effectiveness of the Block Schools in working with other centers is enhanced as much by the fact that it still practices the basic training model as by its accomplishments of institutional and credentializing ties.

This new grant from the Fund launches a major dissemination program of technical assistance and support to other community education centers interested in college programs of their own. Besides some 80 adults at the Block Schools, this project will directly benefit approximately 250 adults in 8 other centers the first year alone. In the long run, it could establish a precedent with national implications for college/community group collaborations.

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Educational Broadcasting Corporation/WNET
New York, New York

Traditional campus-based college programs are often inaccessible to a large number of potential students who might qualify for and benefit from them. At WNET/Thirteen, the station's Adult Open Learner Project is working with seven degree-granting institutions in the metropolitan area on a pilot project to develop new means of bringing higher education to the general adult population - whether they be retired or working, geographically isolated from a campus, or simply reluctant to begin a new educational venture with students so much younger than themselves.

The program, based in part on concepts introduced by the very successful British Open University, will, when fully operational, offer a liberal arts curriculum equivalent to the first year of a college degree. Students have access to three main learning sources: a printed curriculum, visual material (airing on television at established times) and off-campus learning centers - easily available to the student population- to provide tutorial assistance, seminars, and to promote interaction among students. In addition, instructors are available for consultation by both telephone and mail.

At present, little is known about the process of planning a new course of study and a new delivery system for adult students. In search of answers to these questions, we conducted extensive field tests of courses during 1977-'78. Among the sites and test groups included were members of District Council 37 of the American Federation of State, County and Municipal Employees and employees of the Prudential Insurance Company of Newark, N.J. During the coming academic year, we will experiment with several aspects of learning center design via a course, The Growing Years, to be aired over WNET/Channel Thirteen. We will simultaneously develop a foundation level course based on the british Open University model for presentation in the Spring 1979 semester.

The expected outcomes of this two-year project will be answers to such questions as: 1) What role should televison play in the total learning system? (In what ways does televison promote instruction in relation to other components of the system? What are the particular strengths and attributes of the television medium that contribute to effective learning for students?) 2) What impact does the learning center function have on student recruitment, retention and success? How much instructional and classroom (learning center) time is most effective for the participating students's satisfactory performance? 3) What should be the role played by community, labor or business organizations which sponsor the sites? 4) How can the Adult Open Learner Project become more central and integral to the colleges participating in the project? Where should the responsibilities and obligations of each of the participating institutions - WNET, colleges, unions, students -begin and end?

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Educational Television Center
Menlo Park, California

The postsecondary educational needs of the San Francisco Bay Area's older adults are not being adequately met. Three factors contribute to this problem: courses of special interest to the elderly are not readily available; many courses currently taught at the postsecondary level do not take into account the learning needs and styles of older adults; older adults have special problems in gaining access to postsecondary education offered at distant campuses.

To meet these needs the Educational Television Center, a four channel microwave television station, is developing the Senior University of the Bay Area, a specialized consortium of educational and helping institutions which uses an already-in-place Instructional Television Fixed Service (ITFS) system to deliver specially designed courses to older adults in group viewing sites. The federally-funded portion of the project is phased over three years with a six-month organizational and needs assessment phase, a six-month limited operations phase, and a two-year expanded operations phase. In its first year the Senior University is offering courses to older adults in three sites: a multipurpose senior center, a church, and a residential and day care facility.

The project's principle objective is to offer learning opportunities to a large group of adults, mostly over 60 and retired, who otherwise have little or no access to postsecondary education. Other key objectives include involving students in important decision-making processes, developing a working consortium, producing low-cost educational packages, and after the third year, becoming self-sufficient. The Senior University is unique in several respects. Whenever possible courses are designed by adapting existing television programs. All courses accommodate interaction between student and teacher as well as among students through the use of video and audio teleconferencing. Since structured previewing activities and follow-up discussions are integral parts of all Senior University courses, learners become active participants rather than passive viewers. To the greatest extent possible emeritus faculty act as instructors and on-site coordinators.

In addition to serving a local need the Senior University will demonstrate how ITFS, an appropriate, intermediate, transmission technology, can be economically used to serve specialized small audiences. The project will also develop new techniques in designing courses using available materials and teleconferencing. In future years the Senior University will use Cable T.V. in conjunction with ITFS, to reach individual seniors in their homes.

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Employment Opportunities Center
Seattle, Washington

One of the most profound problems that faces Asian Americans today is the label, "Model Minority." This label has carried the connotation that Asians do not have any problems or needs. The result of this labeling has been a gross neglect of Asian social service needs by federal, state, and local government agencies. One area that continues to demonstrate the negative effects of this labeling is the field of post-secondary education.

Due to the common misconception that all Asians are either academically oriented (college bound) or have definite occupational goals, Asians are currently offered inadequate career counseling, if any at all. Those who do receive counseling are usually automatically channeled into universities, leaving a void in the vocational areas and fostering Asian stereotypes due to the employment trends. Evidence of this lack of career counseling and void in the vocational areas is reflected in the 50% non-completion rate of Asians at the University of Washington, less than 1% enrollment of Asians in vocational programs in six local community colleges and only a 1% enrollment rate in the union apprenticeship programs in Seattle. The 1976 Asian population in Seattle, according to the Office of Policy Planning, is 26,540 or 5.3% of all city residents.

"Project Pathways" is the educational branch of the Employment Opportunities Center (EOC) which is a non-profit community based organization specializing in meeting the employment needs of Asians. The staff is fluent in 12 Asian languages and dialects. "Project Pathways" provides career counseling, referral, on-going counseling, job placement and follow-up primarily for Asians in the Seattle area. Information on career opportunities will be provided to 600 Asians. Targeted groups are high school juniors and seniors and adults who are either making career changes or who are getting a late start. Due to a historical bias against Asians in the vocational fields and the subsequent underrepresentation in those areas, our services will be directed at those areas, but not exclusively.

FIPSE is funding Pathways for one year, however, "Project Pathways" is in its second year of operation. During this current year we expect to provide post-secondary information (with emphasis on vocational training) to 600 Asian youth and adults, provide career counseling to 200 and make appropriate referrals. Recruitment efforts will include career seminars in all Seattle area high schools, and in many Asian churches and community organizations.

The outcome will be the continuation of the only career counseling program for Asians in the Pacific Northwest, community awareness of post-secondary programs, reduction in the drop-out rate and a remedy to the lack of Asian representation in vocational training programs and ultimately in the trades.

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Enchanted Places
Taylor, Texas

No matter how many years of schooling or the number of degrees acquired, the woman who does not perceive living as good has experienced an education of little value. Many activities, such as raising a family, caring for people in institutions, or going to college are important jobs, for they add meaning to the lives of those who do them. The search for meaning is a primary motivational force toward postsecondary education for women not only when they are young but throughout their lives. When a woman loses her own capacity to search for meaning either because of economics, or isolation, or because she has experienced a severe illness or accident, she can become depressed, nonfunctioning, and even self-destructive. Changing her life for the better takes planning. For the rural woman who lives outside the help of the group, there needs to be an educational agency that acts as her element of change by being supportive, informative, and accessable as she develops her plan.

FIVE WOMEN is a model of a community, outreach postsecondary system which teaches literacy, communication/self-help skills, parenting, life-strategies, and marketable careperson skills to rural women in order to reduce these barriers to education. The course RUTH is an experiential class of on-the-job training for paraprofessionals to aid in their licensing in careperson's fields. TAMMY is three literacy classes in isolated areas at unusual times. REBA is a four-step system from hospital to home to class to work designed to restore the woman "stroke" victim. BABE is twelve retreats to rustic settings designed to teach the dissatisfied and destructive women new life-strategies. MARY is a parent-training program for all mothers but especially mothers of exceptional infants. It provides a needed communication system throughout the rural communities using a handbook, toy lending library, newsletter, and group demonstrations that appeal to isolated mothers. One hundred women from 14 communities are involved in the projects.

FIVE WOMEN students will be able to speak, read, write, and calculate on a level of competency which is both functional and marketable within their home community and according to their own intellectual potential. Women will be able to find new meaning to their lives by developing their own interests in art, music, and health care. They may pass the General Education Development Equivalent Examination in order to receive a high school diploma which leads to licensing, vocational success, or a college degree. They will be able to provide an environment which is protecting, nourishing, and encouraging to their child and then, share that knowledge with their community as it provides for all children who live there. The cost of the program is very minimal as it utilizes current research, a shared team of professionals, community resource persons and facilities. Thus, in accomplishing these student outcomes at a minimal cost to a community, the program provides a model for institutions which function within these two counties and for those who are interested in developing relative curriculum for rural women throughout the United States.

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The Exploratorium
San Francisco, California

The Exploratorium is a museum of science and perception which has received national and world-wide acclaim. It provides exhibits, designed and built on site, which lead one to explore and interact with the senses. Unlike the stereotype of a museum, we do not preserve objects merely for their historical or intrinsic interest. Everything in the Exploratorium is conceived as an instructional tool which can serve to illuminate specific natural phenomena or scientific concepts. We are an educational resource, a library of learning props which can be used by both visitors who are managing their own education and by formal educational institutions which range from nursery school through university graduate courses.

The many distinctive features of the Exploratorium, plus the general ambience of the place, the beauty of some of the effects, and the obvious financial austerity of the entire project, have made the Exploratorium a place which may communities and universities would like to emulate. We are trying to find ways to assist them to do so.

An internship program is available at the Exploratorium for pairs of individuals from communities and postsecondary institutions who wish to develop Exploratorium-like learning centers. During the first year, we have had 28 interns representing 12 institutions nationwide. They have included faculty and deans of colleges and universities, museum directors, exhibit developers and technicians, and educators in the areas of physics, psychology, biology, astronomy, and art. This year we are accommodating other interns from a variety of backgrounds. In addition, members of the Exploratorium staff are visiting the interns' home institutions to evaluate and aid their projects.

We are continuing to develop and print individual "recipes" for our Cookbook, a guide which tells how to build many of our exhibits. We are also writing further volumes of our detailed and instructive "catalog," a teaching tool, textbook, and guide to the exhibits. This year, we are developing a general treatise on the way our exhibits are conceived, developed, fabricated, and debugged, as well as laboratory manuals for the use of college and university students in association with our exhibits. Discussions of other ways to aid Bay Area postsecondary institutions to utilize us more fully are underway.

At the end of our projected three-year replication program we hope both to have assisted more than 20 communities in developing their own Exploratorium-like learning centers, and to have developed a variety of detailed descriptive written materials which can be made available to colleges and universities and community organizations to supplement, assist, and stimulate coursework related to Exploratorium exhibits and scientific phenomena which they illustrate.

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University of Florida
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Large public universities, dependent upon state and federal support, face inflating costs and diminishing dollars. In efforts to stretch limited resources, many institutions have turned to providing undergraduate instruction in larger and larger units. Students sit in lecture halls with hundreds of others, interacting with neither peers nor instructor. This results in an increasing depersonalization of an already impersonal system. The major goal of the Peer Teaching: Facilitation of Learning Project at the University of Florida is to maximize learning and at the same time better meet individual needs in a mass-teaching situation.

This is the first year of a two year, renewable project. During this year, students in large scale courses (1500-2000 enrollments per quarter) in chemistry and calculus are assigned to do peer teaching as part of their course work. Peer teaching-learning, as distinct from peer tutoring, places students at the same level of academic development in situations in which they must work together, teach each other, and learn from each other, constantly exchanging roles as teacher and learner. By pairing students on a rotating basis, the impact of one student on another's learning is being measured. Course grades for each student are partially contingent upon his work with his peers. Additionally, the actual process of student instruction will be explored through live and video-taped observations and the analysis of peer teaching behavior.

At the end of the first year, the following will have been identified: (1) the contribution the peer teaching-learning process makes to increased achievement in mathematics and chemistry; (2) those students who are most adept at facilitating the learning of others; and (3) those clusters of verbal and non-verbal behaviors which are most closely associated with highly facilitative students. This information will be used to develop a training program to help students in the second phase of the project acquire facilitating skills. Long range goals are to develop effective and inexpensive procedures which will help students acquire knowledge and problem solving skills and assist them in developing skills to help others. These procedures can then be transferred to numerous learning situations, including both the large lecture and the lonely self-paced setting.

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Engineering, for many years a virtually all-male profession with less than 1% women, has recently started to attract large numbers of women. Nationally, the class of students entering engineering in Fall 1978 is now over 10% women, and many schools report 15-20% or more women in their entering classes -- a dramatic upsurge dating from around 1970, and one which appears to be continuing. Engineering, then, represents something of a success story (or, at least, an impressive step forward) in the move toward equality of career opportunity for women. However, relatively little is know about the mechanisms underlying this rapid change, the problems and stresses experienced by women entering engineering training, or the effectiveness of alternative strategies adopted by engineering schools to facilitate the recruitment and retention of women. This project is aimed at assessing the effectiveness of these strategies, with a view to generating policy guidelines for engineering college deans concerned with Women in Engineering (WiE) programs.

Work to date under the Grant has included three major activities:

1. An analysis of published enrollment data for all engineering schools in the U.S. examining changes in enrollment of women in engineering between 1972 and 1976 as a function of various characteristics of the schools.
2. A more detailed study of the 30 most-successful, and the 30 least-successful schools in terms of % women enrolled in engineering. From extensive questionaire and telephone-interview data, we have attempted to identify characteristics and activities which appear related to success in recruiting and retaining women for these extreme-case schools.
3. An intensive study of one successful program, that at Georgia Tech. Data here include questionaires administered to men and women, on entry and after their first year; interviews with selected women students; and extensive interviews with staff members involved with the WiE program. The aim here is to improve our understanding of the problems faced by the entering women student, and the extent to which current WiE activities address these problems.

These efforts have occupied the first year of the Project. In the remaining six months of funding, we shall be working with our Advisory Panel to sharpen our findings, and to develop policy guidelines. The guidelines will be disseminated to a wide audience, including engineering college deans, relevant professional societies and, with appropriate supporting documentation, to professional journals for publication. Our ultimate aspiration, of course, is to encourage the implementation of the more effective WiE activities throughout U.S. engineering schools. We also hope that this improved understanding of the problems and solutions facing women as engineering students will be of value in opening up other non-traditional career paths to women.

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Great Lakes Colleges Association
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Today women represent at least half of most college student bodies, yet little in the curriculum reflects the rapidly expanding body of scholarship about women. Faculty and administrators (predominantly male) are inadequately informed and trained to teach, advise, or shape policies responsive to women's educational needs. The problems loom especially large for the small liberal arts college with few women faculty members and little budget flexibility. To deal with these problems at its twelve member colleges, the Great Lakes Colleges Association created the GLCA Women's Studies Program, launched in 1977 with a two-year grant from the Fund for the Improvement of Postsecondary Education.

The GLCA Women's Studies Program sponsors an annual conference for 150 faculty, administrators, and students, as well as several workshops focused on specific topics in women's studies or issues related to women's education. The Program also provides for exchanges of faculty and staff to consult and lecture on women's studies, awards small grants to individuals and groups in the member colleges for projects related to women's education, and is creating a consortial library of films and other teaching materials about women's studies. A newsletter is distributed to faculty and student women's organizations, and a handbook of the women's studies resources within the member colleges has been prepared.

This year, GLCA has been able to appoint a Visiting Scholar in Women's Studies. Professor Florence Howe is visiting the member campuses to talk with faculty and students about curriculum development and other issues in women's studies, assisting with the conference and workshops, and working with the Women's Studies Committee. She is helping in the development of guidelines for a women's studies major which would be appropriate to the philosophies and resources of the GLCA colleges. These guidelines will propose combining vigorous academic work with the development of life planning and marketable career skills.

The expected outcomes of the two-year project are: 1) continued consortial cooperation to support women's studies; 2) heightened faculty and administrative involvement in women's studies and women's issues on each campus; 3) development of women's studies practica for students; 4) the beginning of consortial curricular cooperation; and 5) projects involving public school teachers and women's studies faculty from the GLCA colleges. In addition to its value to the GLCA colleges, this consortial approach to women's studies is already proving a useful model for other liberal arts colleges.

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The Greater New Orleans Educationsal Television Foundation/WYES
New Orleans, Louisiana

The rapid growth of continuing education for women in the United States can be observed in the reports of the U.S. Department of Labor Women's Bureau. In 1966, only 87 continuing education for women programs and centers were reported compared to 367 in 1971. This number has increased rapidly since 1971. What started out as a middle-age, middle-class American phenomenon for reentering the educational system has extended to women of all ages, economic and marital status. Women who wish to re-enter the educational system are often besieged with self-doubt and need encouragement to help them so that they may fulfill their own potential by seeking useful postsecondary educational information.

WYES, Public Television in New Orleans, is providing information to these women by televising a series of monthly, live, 60 minute programs that offer information to potential women students. Representatives from area postsecondary institutions make up OPPORTUNITY'S Advisory Committee which suggests areas of concern and resource persons. The program deals with: the locations and curricular offerings of postsecondary educational institutions; the financial implications of returning to school or college; how to deal with the feelings of inadequacy and insecurity felt especially by older women who may have been out of school for years; advice on how to handle family adjustments; child care; and the special problems of displaced homemakers and Spanish-speaking women planning to return to school. To complement the information given on the monthly television program, a directory of area postsecondary institutions is provided free, along with a resource sheet printed with names and agencies referred to on each program. Further outreach is achieved when OPPORTUNITY representatives speak before interested organizaitons and use videotapes of the programs.

Telephone lines are open in the WYES studios to enable direct conversations between viewers and in-studio guests. Spanish-speaking viewers, by turning down the volume of their television sets and turning on Tulane University's radio station are able to hear a simultaneous translation of the program. Translators will also be in the WYES studios to receive calls.

The expected outcomes of the project are: 1) collection and dissemination of postsecondary educational information to a large viewing audience in southern Louisiana and western Mississippi; 2) identification and categorization of problems facing potential women students and, wherever possible development of solutions; 3) availability of counseling and vocational guidance for mature women who are considering returning to school or work; 4) research and publication of demographic data, curricular needs and questionnaire responses of women viewers and 5) the consideration of the project as a model for potential national use.

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Hamline University
St. Paul, Minnesota

Teaching evaluation and faculty development hold both promise and problem. The evaluation of classroom teaching is no longer a new or unusual practice on college campuses. The idea of providing sabbatical time or other support to assist faculty in continuing scholarly growth is also widespread. What is problematic in these two useful practices is that both are not normally pointed at the primary objective of most non-research post-secondary institu tions-- the growth of knowledge among learners. By focusing on this primary objective, evaluation of teaching/learning and faculty development can be combined to provide direct benefits to students.

Hamline University, an independent liberal arts college of about 1200-1300 students, has had an extensive faculty evaluation system since the mid 1960's. The evaluation relies on formally expressed measures of satisfaction from students, faculty colleagues, and administrative persons, rather than on assessment of the learning achieved and intended in the teaching process. Opportunities for faculty growth through sabbaticals, special leaves, enrichment grants, etc., are determined primarily to serve the faculty member's individual academic interest. The project supported by the Fund seeks to improve learning by providing systematic and coordinated support for instructional assessment and development. This sounds simple, but is a complex and touchy task.

The project is designed for three years and three phases. In Phase I a representative faculty committee is exploring the internal political pitfalls, possibilities, and means of assessing the learning intended in Hamline academic programs. In Phase II the results of the committee's work are being incorporated into a system which will motivate general faculty interest and support individual faculty members in instructional assessment and development projects. Aspects of the system include the selection and preparation of two respected faculty members as facilitators or coordinators; presentation to the faculty through workshops, seminars and gentle persuasion of the various means to assess and improve learning; and the support of individual faculty instructional assessment and development projects. Phase III continues previous activity, and also is the time for making the sytem an integral part of the institution's life.

At the conclusion of the project the effectiveness of individual teaching/learning projects should be improved in identifiable and demonstrable cases, and a coordinated system of instructional assessment and development should be in operation as an intergral part of the college.

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Harvard University
Cambridge, Massachusetts

In a previous FIPSE-funded study, called Value Added: Measuring the Outcomes of Undergraduate Education, we showed that students improve on some eight measures of cognitive ability, social maturity and moral development in college. We also discovered that students vary in their improvement on these outcome measures. By contrasting the college experience of those students who show the most improvement with those who show the least, we hope to isolate factors central to students' cognitive and social development in college. Such information has not in the past been available for administrators or for faculty needing to make decisions about which courses are effective, which majors should be encouraged, which social activities contribute to personal development.

Our current study, titled, Value Added II: Using Methods of Student Outcomes for Educational Policy, is a two year project involving Boston State College, Brown University, Harvard, Radcliffe, Texas Tech University, University of California at Irvine, University of Georgia and the University of Nebraska. A random sample of 100 freshmen and 100 seniors matched on ability, achievement, and academic interest are being tested at each college and information about their college experiences is being collected. The data from the 1600 students is then computer analyzed to determine which experiences at each school contribute the most to student growth. Members of the collaborating teams, which include individuals involved in determining basic educational policy at each institution, will meet to discuss methods of implementing the information derived from the study of their specific institution.

Our immediate goal is to provide the participating institutions with a mechanism for making decisions at their own institution. We will also explore the use of these measures for student counselling, to let students determine their own educational outcomes. Our long range goal is to provide a functional approach for any college to determine the degree to which their students achieve the educational goals which they have established for themselves. A handbook describing the methods and illustrating the strengths of the approach and the results at the collaborating institutions will be written and distributed. The teams developed at the collaborating institutions will also be in a position to serve as leaders in helping other colleges to use the techniques in deciding how to wisely allocate resources to achieve institutional objectives.

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Harvey Mudd College
Claremont, California

Interdisciplinary Holistic Teaching/Learning is a three year collaboration effort of faculty to synthesize the sciences and humanties in the courses that we regularly teach. The genesis of the project was a series of informal meetings of some of the faculty from the cluster of the six Claremont Colleges. We came to believe that faculty members, as well as students, suffer from the traditional narrow disciplinary organization of education. The collaboration is to teach each other, by class attendance, seminars, and informal contact, the knowledge that is needed for our desired approach.

During our first year we have shared discussions and articles on Sociobiology, Artificial Intelligence, Relations between Literature and Science, Non Verbal Thought in Technology and Education, Values and Ethics, Classroom Strategies for Introducing Values and Ethics, and much more. We had a two day conference on Learning Styles and Student Development, and two days of conferences with the psychologist, Nevitt Sanford. This first summer eight of us (in Art History, Chemistry, Environmental Studies, Literature, Mathematics, Philosophy, Physics, Psychology) prepared to transform our own courses and also met together in a collaborative effort.

During the first year the number of faculty interested in our project grew from the original 20 to more than 130. The project has evolved from an effort involving a few of the Claremont faculty to a major component of faculty culture. Activities during the second year will include, in addition to a continuation of our symposia and discussions, a newsletter to all 525 faculty and staff of the Claremont Colleges which will facilitate a sharing of ideas and concerns.

Special collaborative seminars: "Structuralism in Natural and Social Sciences" and "Episodes in the History of Science" will develop those two interdisciplinary courses, and help the faculty involved to understand their special disciplines from the perspective of other disciplines. An evaluation of the effect of our new approach to educating the 5000 students of Claremont will be started and attention to classroom strategies for effective teaching will be continued.

References, bibliographies, essays, working papers, etc. that will be produced for our own use will be available to others. Accounts of our experiences and practical hints for an interdisciplinary, holistic approach at the classroom level will be included in journal articles about the project.

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Higher Education Research Institute
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Institutional flexibility, local autonomy, and local innovation are seriously threatened in American higher education. The evidence of growing centralization and regulation is pervasive. Centralization and regulation, designed to promote efficiency, are growing. The faculty collective bargaining movement, in part a response to growing centralization, has frequently caused further rigidities. Although the drive toward centralization and coordination of public higher education occurred before unions appeared, collective bargaining and centralization are ready-made stimulants for each other. The twin thrusts of administrative centralization and faculty collective bargaining clearly have substantial impact on local-campus autonomy, flexibility, curriculum and innovation.

Through interviews and case studies on each of five campuses, we are assessing the impact of unionization and centralized management, trying to plan strategies of action which respond to three questions: (1) Do Collective bargaining and centralization pose joint threats to campus autonomy?, (2) Do unionism and centralization increase bureaucratization?, and (3) Do unionization and centralization hamper curriculum change and locally-initiated program innovation?

A consortium of five institutions are working on three major outcomes:

1. An assessment of the joint impact of faculty collective bargaining and centralized management on local autonomy and locally-initiated innovation.
2. The publication of policy documents that outline the conclusions of the assessment, and make concrete policy recommendations both for the national scene and for the local campuses involved.

3. A set of workshops and leadership training programs with administrators, faculty and student leaders on local campuses within the consortium group.

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Hofstra University
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Many barriers exist which prevent access of relatively low income working adults to postsecondary education. These barriers included financial problems, work commitments, and cultural obstacles such as language handicaps and family commitments. At the same time, the resources of many private universities are underutilized due to the disparity between private and public university tuition costs.

Hofstra University in cooperation with Distributive Workers of America (District 65) is developing a program to reduce the barriers to a college education for low income workers. At the same time the program permits fuller utilization of the resources of a private university. As of September 1978, 190 full-time equivalent students will be attending classes at union headquarters under the tutelage of 9 faculty members. Tutors and peer teachers will be available for all students. Full-time students will be carrying 8 credit hours in each of 3 trimesters. Each full-time student is expected to receive 5-8 hours of paid release time per week from work in order to attend classes.

The program was expanded in January 1978 to include a collaborative relationship with District Council 37, State County and Municipal Workers. Seventy full-time students are enrolled in this program.

A field-based applied social science curriculum has been developed. This curriculum uses an inter-disciplinary approach focusing on the solution of social problems through application of knowledge and skills drawn from many subject matter areas and the interaction of practitioners and academic faculty. Field projects, internships and team teaching are integral parts of the program. Supportive services such as a bilingual program, peer teachers, and tutors will be offered.

In the last two years of our project significant progress has been made toward meeting the principal objectives of the program: the establishment of a learning environment that meets the special and varied needs of adult workers; the development of a cooperative and enduring collaborative relationship between trade unions and university; the implementation of a field based social science curriculum; and the provision of full-time study for workers of limited income who normally could attend college on only a part-time basis. Our basic concern throughout has been to provide opportunities for combining full-time college study and work for an adult population confronting serious economic and cultural barriers to the pursuit of post-secondary education and providing adult workers with both the competencies and values required for more effective participation in their union, work place and community.

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Illinois State University
Normal, Illinois

The largest group of students in the sociology curriculum is enrolled in either "introductory sociology" or "social problems." These elementary courses often are taken as part of the general education program, the primary goal of which is preparation for adult citizenship. Students enter these courses with numerous common sense ideas which frequently are at odds with the perspectives of academic sociology. This conflict poses a central problem for undergraduate education--the challenge of reconciling a professor's specialized training with the student's general educational needs.

The project director is developing an alternative teaching/learning strategy which deliberately contrasts and compares the perspectives of sociology with those of common sense and journalism. No longer an end in itself, sociology assumes the new role of facilitating a critical understanding of the ubiquitous worlds of print media and everyday opinion. During the past three years the project director has explored various aspects of this educational model. As a Visiting Scholar in the Center for Instructional Research and Curriculum Evaluating at the University of Illinois, he is now refining and field testing this work with several Sociology instructors from community colleges, four year liberal arts colleges and public universities.

Seven "social awareness" modules are being developed which focus on specific social issues: (1) crime and delinquency, (2) social inequality, (3) race relations, (4) changing sex roles, (5) urban affairs, (6) population and pollution (7) bureaucracy. The composition of each module includes (1) diagnostic instruments, (2) sample of journalistic sources, (3) sample of sociological sources, (4) instruments to examine common sense ideas, (5) a student's guide for comparative analysis of a social problem, (6) an instructor's guide. The instructional effectiveness of the modules are evaluated by instruments which are intended to assess the student's capacity for critical thought without relying upon the specialized terminology of academic sociology.

The modules and evaluation instruments will be disseminated at various workshops sponsored by the American Sociological Association Projects on Teaching Sociology. The materials will also be available at the American Sociological Association Teachers Resources Center in Washington,D.C.

Social Awareness Modules are designed to give teachers new resources to explore a variety of teaching/learning activities. While the materials are specific, they are intended to be used in an open and pragmatic style. They attempt to do two things: (1) provide a rigorous and systematic means of linking academic sociology to the wider world of student experiences; (2) provide a system of evaluating learning outcomes which is consistent with the goals of enlightened citizenship.

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Incarnate Word College
San Antonio, Texas

Many mature women are still not being adequately served by postsecondary educational institutions in San Antonio. These include particularly: 1) women of pre-retirement and retirement age from the large military contingent of San Antonio, 2) women with families, who have never enrolled in a college degree program or whose baccalaureate degree programs have been interrupted, 3) single parent women who are working full or part-time in jobs that do not utilize their full potential, and 4) women to whom English is a second language.

Incarnate Word College has been meeting some of the educational needs of women since 1881 when it was established as a Catholic liberal arts college for women. Although the college has been coeducational for eight years, women still comprise 75 percent of the total student population. To meet the needs of the mature woman student, the college designs and implements a college entry and re-entry program for women beyond the 18-22 year age level. The program WENCOE (Women in Education: New Careers, Opportunities, Experiences), established in 1970 is funded solely from institutional sources.

Offering post-enrollment aids on campus is not the only solution to the problems faced by these women. To reach the target groups mentioned it is appropriate that Incarnate Word College, through a three year FIPSE grant, initiate a TRANSITION TO COLLEGE OUTREACH PROGRAM FOR WOMEN. Many of the existing WENCOE programs are easily adaptable for outreach. Through a rotating schedule of outreach course offerings, workshops, college fairs, peer counseling, and work/education involvement offered both in the community and on campus, it is hoped that the particular pre-enrollment needs of each target group can be met. Through brown bag seminars, college-student-for-a-day programs, the development of brochures on financial aid available to women students, the conducting of a survey on single-parent women, skills tests offered in neighborhood centers, and pre-retirement education programs, the transition to college program is seen as reaching the students older than average in their community.

This comprehensive transiton outreach program is designed to have the following outcomes: 1) to help women think positively about themselves and their capabilities, 2) increase their confidence, 3) raise their awareness of opportunities for education, careers and volunteer service, 4) update their academic skills, 5) improve their proficiency in English. Immediate outcomes are expected to be increased enrollment of mature women in postsecondary education, increased retention, and reduced risk of failure for women who enroll. Since Incarnate Word College is one of four postsecondary institutions in a consortium of colleges with diverse academic specialties, a learner-centered transiton program would directly benefit all colleges in the consortium.

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Indiana University/Foundation
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An essential purpose of compensatory education is to provide access for non-traditional students to the entire range of academic opportunities which are implied by admission to the University. A lack of academic support programs in certain areas is an important factor in the tendency of non-traditional students to select areas of study in the university merely because they are less rigorous than others. The result is often that these students avoid courses in the liberal arts and the sciences for lack of adequate background in verbal and quantitative skills. This avoidance is particularly manifest in the scarcity of these students in foreign language curricula.

Inter-Language Concepts was initially conceived as a curriculum designed to improve basic English verbal skills and to prepare non-traditional students to succeed in foreign language study. Pedagogical methods in language teaching are generally surface methods. Repetition, drill, and error correction are helpful only in the sense that they force students to grapple with the complexities of language and solve its problems for themselves. Pedagogical methods which actually assist students in the recognition and solution of the problems involved in attaining language skills need to be developed. Building on a base of theoretical and applied linguistics and language teaching experience with non-traditional students, the Institute has been able to develop a curriculum that addresses the needs of language learners. While Inter-Language Concepts is primarily a pre-foreign language text and focuses on problems of students approaching a foreign language, the strategies of language analysis and language learning which it teaches are readily transferable to English composition. The interaction between language learning skills, language analysis skills, and compositional skills is an important development in the new curriculum.

The primary objective of the program this year, the third year of a FIPSE grant, is the development of a manual for language teachers who work with non-traditional students. This manual, based on the intensive study of successful teachers of non-traditional students in English and in foreign languages, will serve as the basis of a teacher training program which can be used not only for teachers in this program but for teachers engaged in teaching language to non-traditional students at any level. Many of the topics in the manual are treated in supplementary videotapes of classroom instruction obtained during the summer program of 1978.

The ultimate goal of this project is to provide curricular and instructional materials to assist in the verbal skills development of non-traditional students. As a result, the full range of the university program will begin to open for underprepared students.

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Although a wide variety of postsecondary opportunities are being made available to nontraditional learners in Indiana, institutions have not developed programs and services which would link the needs and aspirations of adult learners with appropriate educational resources. Traditionally, the pre-entry and early entry services of postsecondary institutions are interfaced with the counseling services of the secondary schools. These activities help students define their educational goals and serve as a conduit for information dissemination. No comparable mechanism exists for the potential adult learner. Excluded from the traditional recruitment and orientation functions of the institutions, adults do not have access to information about the broad range of educational programs available to them. Only limited advisement opportunities exist for potential adult students as they attempt to relate their educational objectives to personal and career goals.

The Adult Learning Services program at Indiana University is an attempt to integrate the brokering, or adult advocacy concept, into a regularized student service function on five campuses of the Indiana University system (Bloomington, Fort Wayne, South Bend, Richmond, and New Albany). Through a network of adult development counselors located in the offices of Continuing Studies on each participating campus, the program is developing and delivering three distinct pre-entry educational information services related to all postsecondary institutions within the target regions. These activities include: 1) a telephone information and referral service, 2) pre-entry advisement seminars focusing on self assessment, goal setting, and educational/career decision making, and 3) community based Return to Learning workshops to acquaint adults with the requirements and procedures for re-entering the educational process. Cooperating with business, government and community organizations, the outreach programs will serve adults in their own less threatening environment.

As a direct result of this program, more adults in Indiana will become familar with the availability of alternative educational resources. Continued use of the Learning Resources Directory and the formats for the adult advisement and orientation services will increase higher education's response to potential adult learners. In the long term as more adults gain access to a wide variety of postsecondary opportunities, traditional institutional procedures which have not accommodated the needs of adult part-time learners will devise increasingly flexible responses for the adult student.

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The Institute for Architecture and Urban Studies
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The Institute for Architecture and Urban Studies is an independent research and education corporation, which, since its founding in 1967, has been concerned with the development of alternatives to existing architectural practice and education. In its academic programs, the Institute attempts to fill in gaps it perceives in the traditional educational offerings in the field of architecture and urbanism. Rather than granting a degree itself, the Institute prefers to cooperate with consortiums of degree granting institutions, thus maintaining its independence and the flexibility of a small non-traditional educational organization. The Institute has long felt that architectural education in the professional five and six year architectural schools failed to relate the study of architecture to the practice and implementation of architecture. Many architectural schools produce students who have little experience with actual urban problems in a specific inner-city setting. The students themselves often grow restless in their academic environments.

In order to create a new form of post-secondary education which complements existing educational resources, the Institute has created the Laboratory Design Workshop in Architecture and Urbanism - a one year work study program for professional architecture students in their fourth and fifth years from a consortium of Universities including the Universities of Maryland, Syracuse, Tulane, Kent State, Cincinnati, Illinois, and the University of Miami (Ohio). Now in its first year of a three year grant, the program offers a rigorous sequence of theory and history courses taught by the faculty of the Institute, with design tutorials that focus on specific urban problems. The program is being coordinated with the needs of various planning agencies in New York, thus providing a unique work experience for the students. Over the next three years the number of participants will be expanded from twenty to fifty, and the consortium of participating institutions will increase accordingly. The experience the Institute has gained with the development of its other educational programs, which range from high school programs to undergraduate, graduate and public programs; the Institute's mid-Manhattan location; and its connection with the most prominent practitioners, theoreticians and institutions are major assets to this program.

It is anticipated that the Laboratory Design Workshop will produce students who will return to their parent institution with a new understanding of urban problems and their solutions through physical design. The program will develop an advanced architectural curriculum which will address itself to the design of the urban environment in a direct manner. The program will bring the theoretical context of the university closer to the realities of architectural practice. At the same time it will make available to various city agencies the additional resource of advanced architectural students addressing themselves to specific urban problems.

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Institute for Labor Education and Research, Inc.
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The Institute for Labor Education and Research has been teaching courses to rank and file union members in local union halls in the broader New York metropolitan area for the past four years. Our courses have focused on introductory political economy, labor history, political options facing labor unions, and union procedure. We have taught courses in locals of the UAW, OCAW, CWA, UE, and a number of other smaller unions.

Through this experience, we have begun to develop an approach to the problems of teaching substantive material to working adults in ways which both stimulate their interest and sharpen their understanding of their own world. Until this project, however, we have not had a chance to test our approaches systematically or to compare them with those of other educators active in this area.

Our project funded by FIPSE will provide us an opportunity over the next two years to consolidate the materials we use in our courses and to compare them systematically with others' approaches to comparable kinds of teaching. For us, the most important aspect of our approach is that we take courses to people in their own environments--mostly in their local union halls--rather than bringing working people into the environment of established educational institutions. During this project, we hope to be able to test the basic importance of that local union hall environment for the educational process and educational outcomes.

During this project, we shall be surveying other efforts in this area, developing materials and methods which would systematically test alternative teaching approaches, and pursuing those tests in a wide variety of courses in local union halls in the New York area.

By the end of this project we hope that we shall have completed those comparisons, developed our materials in forms which would be available to other people, and reported on the results of our tests for others in the field. We plan to close the two-year project with a conference for labor educators and to publish the proceedings of that conference in a book.

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Ithaca College
Ithaca, New York

Colleges and universities share problems that have grown from a conflict between tradition and present realities: Curricula still reflect the traditional view of student abilities and needs; students, however, are not sufficiently prepared in communication skills and logical thought; finally, potential employers consistently seek job candidates with both a solid liberal education and mastery of basic academic skills. Ithaca College's School of Humanities and Sciences, the largest of six schools at this private, four-year liberal arts college of approximately 4,250 students, recognizes the need to revise curriculum and instruction to accommodate the present abilities and needs of students.

Our two-year grant supports a project to develop a program that combines the best of traditional liberal arts education with a supportive methodology that responds to specific deficiencies in skills and background. The program consists of special "developmental sections" of existing liberal arts courses, incorporating basic skills instruction into regular disciplinary content. Such incorporation not only develops skills but enhances learning as well: when subject matter is used for the substance of skills instruction, content is continually reinforced and developed; when skills are learned and practiced through regular assignments, they are sharpened and refined.

During the first year of the project, faculty are retrained and courses redesigned in five basic areas: reading, reasoning, writing, speaking, and study skills. Redevelopment involves awareness of assumptive teaching, methods for analyzing and selecting materials, critical and sequential use of diverse assignments, and instructional techniques that concurrently emphasize the acquisition of skills in logical analysis and expression and subject-specific skills and information.

During the second year, the project offers to an initial group of 150 freshmen a program of developmental sections of courses from at least ten disciplines. The students move at their own pace from total enrollment in developmental sections as incoming freshmen to an exit from the program by the end of their sophomore year. In addition to acting as advisors for students in the program, faculty members teach one developmental section during AY 1979-80 and two developmental sections in subsequent years, thus allowing continual enrollment into the program. Both formative and summative evaluations are included in the project.

The project intends to have an impact on both students and faculty: we expect to find evidence of improved learning and mastery of skills; in addition, we will look for improvement in teaching effectiveness both in developmental sections and, as a result of "spill over," in courses outside the program. Detailed syllabi and materials will be shared locally and externally.

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Jersey City State College
Jersey City, New Jersey

Surveys of large city school systems continue to document the failures of inner city schools identified in the report of the Kerner Commission. Although Jersey City, New Jersey, the central city of Hudson County, has been identified as one of the ten most economically deprived cities in the United States, the deprivation of the urban schools is somewhat attenuated. The problems of the Jersey City schools are atypical in that Jersey City has become a major port-of-entry for foreign immigrants and, as a consequence, the schools are faced with great needs for expanding bilingual/bicultural and E.S.L. programs. There is a great demand for a "different kind of teacher," one who can function effectively in a highly diverse cultural setting, with a repertoire of skills and behaviors appropriate for the gamut of students encountered.

Jersey City State College has developed a three-year totally field-based teacher training program designed to confront two specific problems and one of a more general nature. The first of these is the problem of inadequate and inappropriate preparation of pre-service teachers for culturally mixed inner city schools. The second problem to be addressed is that of revitalizing senior college faculty who are locked in traditional programs. The general problem to be addressed is that of the generally poor relationship between public and higher education.

It is anticipated that at the completion of the program pre-service teachers will operate in a diagnostic/prescriptive mode in their teaching, with a broad repertoire of techniques and behaviors appropriate for a culturally mixed environment. College faculty, hopefully, will demonstrate a willingness to be intimately involved with inner city schools and will develop controlling and reinforcement behaviors appropriate for that environment. As a result of the cooperative development and implementation of this program, it is expected that college faculty, public school faculty, and pre-service teachers will view themselves and each other as professional peers and that each group will actively use the others as learning resources.

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Jobs for Youth
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Jobs for Youth is a nonprofit counseling and job placement agency, founded in 1958 and serving about 1600 youths per year in New York and 1000 in Boston. It has been our experience that a major factor in the high rate of unemployment among minority teenagers is the fact that many of these young people cannot read well enough to get or to hold a job. Our work-related Educational Services program has demonstrated that young adults who have been deprived of educational opportunities can be prepared to enter the job market, training schools, and to complete their education. The unique aspect of the program is that it is coordinated with a successful year-round placement program, enabling us to provide the ultimate incentive -- a job or vocational training school placement.

With Fund support, the JFY-Boston Educational Services program became operational in October 1977. In the first year of its two-year project, Boston successfully replicated the New York program and continued to refine and categorize the functional skills in reading, arithmetic and basic work habits that are essential for successful entry and retention in the world of work. A replication manual has also been prepared which relects the program's philosophy, instructional methods, and evaluation techniques to adult and career education paractitioners. Evaluation of our start-up year will measure the capability and effectiveness of the JFY-Boston educational service in identifying and teaching work-related tasks to our target population. The manual will be evaluated by an assessment team for clarity, preciseness and practicality.

In its second year, JFY-Boston is emphasizing career development:

a. Outreach to the employers of JFY clients who help us identify the specific skills and abilities their businesses require of entry-level employees and their subsequent upgrading.

b. Explore occupational forecasts and develop reference materials which reflect available occupations in Boston communities, and provide up-to-date career information for planning and decisionmaking.

c. Research postsecondary programs in the greater Boston area which might offer future training to JFY clients. Entrance and exit requirements of these programs are clearly defined; site visit reports are included. JFY clients are prepared for acceptance into these programs.

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Johnson State College
Johnson, Vermont

Many students enter colleges unable to express their ideas in writing in cogent, controlled prose. As the results of the NAEP Assessment of Writing show, the decline is not so much in simple mechanical skills as in organizational skills and sentence coherence. The temptation is to assume that a college can best deal with underprepared writers by having the English faculty offer more basic writing instruction. There are two problems with this solution: First, it provides no collegewide method of assessing the writing competency of students. Second, although writing is a primary way of reasoning and communicating in the academic community, it places the responsibility for a solution with just a fraction of the faculty.

The goal of the Writing Competency Program is to develop a model for teaching writing and assessing students' writing skills. The premises of the Program are that 1) writing is a process which involves critical thinking as well as the manipulation of language, 2) all faculty should assume responsibility for teaching the writing process, and 3) a competency exam is a better measure of writing competence than a grade in a writing course which reflects such extraneous criteria as attendance, assignments completed, and effort.

The Program, now in its second year, includes the following components:
Writing Competency Exam. In May, 1976, Johnson instituted the graduation requirement that all students must show evidence of their writing skills by passing a competency exam. The exam is composed of an extemporaneously written essay and editing passage. During the first year, the essay evaluation procedures are revised to include a modified rhetorical trait reading procedure and grammatical error count. During the second year, the exam is further revised and evaluated. The aim is to develop an exam that 1) is reliable and valid, 2) is useful as a diagnostic as well as an achievement test, and 3) involves as readers faculty from many disciplines, not just English. Also during the second year, a similar assessment procedure is used as a freshmen diagnostic at both Johnson and the University of Vermont.

Improvement of Instruction. A cadre of fourteen faculty from English and other subject disciplines, such as History and Economics, design and teach model courses which attend to the development of the students' writing and critical thinking skills as well as the content of the course. A series of teaching workshops train the faculty to redesign courses and assignments, stress the process of writing, and evaluate student writing. During the second year, six additional faculty teach model courses. Writing Matters, a handbook for students and faculty, is designed, trial-tested, and revised.

As a result of the project, Johnson will have a complete Writing Competency Program for assessing student writing skills and for teaching these skills. No longer will we wonder just what the "writing problem" is at our college, and no longer will the solution be relegated solely to the English faculty. Because the Project involves other colleges in the competency exam research, it will produce an evaluation of the ways the project is replicable in other institutional settings. Further, the research findings, model course syllabi, and packages of instructional materials developed by this project will make implementation at other colleges less costly.

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Kansas City Regional Council for Higher Education (KCRCHE)
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Problem areas commonly faced by smaller and intermediate-sized colleges and universities are readily identified: marketing, retention, curricular and instructional development, outcomes assessment, planning, management, and institutional research, to name only the most obvious. Each of these has developed, over recent years, into a distinct area of specialization, with a body of theory and practice, with which those intelligent and versatile generalists, who have customarily staffed the smaller institutions, have found it impossible to keep up. Since hard-pressed colleges cannot afford to add trained specialists to their staffs, generalists must have an opportunity to grow the new skills they need, preferably by direct contact with expert knowledge and experience in those problem areas which impinge most immediately on decisions they must make and on strategies they must develop in and for the immediate future.

KCRCHE is the primary professional training resource for 19 colleges and universities in this metropolitan, three-state region. To help them meet the needs cited above, it has established a Center for Institutional Development, which offers a three-year cycle of formal, systematic, comprehensive training Seminars, designed to provide institutional participants with knowledge and skills for improved individual, and hence institutional, functioning. Seminar topics on administration and teaching are chosen to meet perennial needs and crisis management. Meeting four full days throughout the semester, Seminars are taught by experts of established regional and national reputation. Participants are encouraged to design projects applying Seminar content to the specific needs of their home institutions. In addition, the Center offers occasional one-day Short Courses throughout the year, requiring less time-commitment and permitting response to emergent needs.

Two new features will be introduced during 1978-79. One, a Technical Assistance Service, will provide on-campus follow-up to the Seminars, helping to apply their training-content directly to concrete institutional problems. Technical Assistance will offer consultation aimed at filling in the training gaps and at helping campus personnel to design and monitor projects in the areas of marketing, information and management systems, institutional research, planning, program evaluation, organizational and personal development, and instructional technology. A second new feature is that Short Courses, previously designed for teachers and administrators, will be directed to the continuing training needs of support staffs (secretaries, business office personnel, etc.), in recognition of their past neglect and of their critical role in effective institutional performance.

Anticipated benefits to participating institutions include reducing turnover and increasing job performance among professionals and paraprofessionals alike; improving skills and knowledge in key functional positions throughout the institutions involved; and, in the long run, improving institutional effectiveness and efficiency.

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Kansas State University
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A complaint frequently heard in small towns across the United States is that "there is nothing to do." The disenchantment of many youth with their local opportunities is resulting in both a general outmigration of young people and a failure of other youth to return home after college graduation. The proportion of elderly citizens in Kansas, particularly in smaller communities, is increasing. While some Kansas communities are declining in population, a number are also increasing which challenges all to achieve full employment. If these needs cannot be responded to, the result could be the loss of an enormously rich cultural heritage which characterizes small town life.

University for Man (UFM), a community education organization in Manhattan, Kansas, has been involved in the revitalization of community life for over eight years. The agency creates and develops all types of educational opportunities which are free of grades, credits, costs and prerequisities. The experiences of the staff have convinced them that within every small community there are individuals who possess information and skills worth sharing and also individuals who want and need access to these talents. Over the past three years UFM has developed a model for implementing community programs using the resources of local volunteers. Class topics span broad areas of human interest and social concern, for example: the Fate of the Small Farmer, You and the Law, Metrics, Death and Dying, Wagner Appreciation, Creative Writing, County History, several languages, and various arts and crafts.

The project which is now in its second year, has developed a cost-effective and humane system of educational delivery based on community needs. The model trains local leaders to define their own community's needs. Training workshops and technical assistance in developing free university-community education projects are provided, a training manual has been developed, and a monthly newsletter is being published.

At the end of the second year the program will have developed a national model for free university-community education project development with a strong network of indivuduals and groups around this state which will be involved in a variety of community education projects responsive to local needs. This in turn will have led to a greater recognition of the vast number of human resources which are available right on our doorstep, and thus, providing greater revitalization of interest in small rural communities.

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Keller Graduate School of Management
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Much has been written about the problems of liberal arts college graduates who lack specific career preparation at the conclusion of their undergraduate years. After a job search which can be time consuming and painful, many of these graduates are eventually absorbed in the business sector of our economy.

The administrative and admissions staffs of small private liberal arts college are sensitive to the desires of many students to balance the values of a board liberal education with a "minor" concentration in an attractive career field. An increased concentration of management oriented courses at the undergraduate level could provide such an alternative, but the budget constraints at most small colleges combine with the high rate of faculty tenure to preclude either the hiring of additional faculty members to handle adequate courses or the replacement of current faculty members by those with specific preparation in management areas.

The specific objectives of the Management Studies Semester are to make available to students at a pilot group of small private liberal arts colleges (the Associated Colleges of the Midwest) an intensive, off-campus educational experience in business administration and management, including 11 weeks of formal coursework and a five week full time internship practicum with a business firm. To minimize the investment required, the program will utilize the already existing facilities and faculty of Keller Graduate School of Management in Chicago.

Interested students will apply to spend one of their last three undergraduate semesters in management studies. Coursework will be provided in accounting, marketing, financial analysis and control, and managerial decisionmaking. At the completion of the coursework, five week internship practicums with Chicago business firms will be arranged for each student by the placement department of Keller Graduate School of Management. The students will not be paid by the firms--rather, the firms will accept the responsibility of providing a mentor and an actual business project as well as introducing each student to the business environment.

Student tuition will be paid at the home campus, and transferred through existing consortium arrangements. Student housing will be made available in Chicago at rates comparable to the home campuses. Students will receive grades and graduate academic transcripts from Keller Graduate School of Management, and they will also be eligible for a full semester of undergraduate credit from their home campus.

The program represents a way to merge the contemporary need for career education with the traditional values of liberal arts education--without diluting the essential character of the liberal arts colleges experience. It will make available to an equal number of men and women liberal arts majors a new path to career and professional training for business management through a combination of academic and experiential learning.

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University of Kentucky
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The number of women who return to the University of Kentucky is increasing. Research and experience show that these students encounter special problems, including those associated with integrating the student role with other roles, such as wife, mother, and/or head of household. They often are concerned about career opportunities but uncertain how these opportunities relate to their academic program. Some of this uncertainty relates to the fact that women returning to college may have been out of the employment market for an extended period of time. Many other women returning to college after only a brief or even no absence from employment expect to use their postsecondary education as a step out of clerical, waitressing, and other low opportunity jobs. They want to know how education will help them move to a new career with a broader opportunity structure. Because of their perception of time "lost" in a career due to raising a family, moving with a husband, working in a dead end job or all of these combined, women returning to college usually see career exploration and direction as critical to their future work.

Project Ahead, now in its second year at the University of Kentucky is continuing to develop internships and other supportive services for women returning to college. The internships and services are designed to enhance career awareness, develop self-confidence, increase educational satisfaction and generally build a bridge between the student's academic work and her future employment. Those students who call in response to direct mailing, and other advertisement, are interviewed by Project Ahead staff in order to determine what kind of internships would be most appropriate to the student's academic program and career objectives. Developing paid internships among area businesses is the parallel activity of Project Ahead staff. Basic career skills, including resume writing, interviewing, and knowledge about employment trends, are addressed in subsequent sessions with project staff, as well as in special seminars led by high level representatives from area businesses. A new course on women and work is being introduced during the second year of the project in order to provide an academic setting in which potential interns may learn about the work roles of women. The project staff are gradually integrating activities with the functions of other offices on the University of Kentucky campus which serve this same population (e.g. the Career Placement Center, the Counseling and Testing Center, the Office of Continuing Education for Women and the Office of the Dean of Continuing Education).

Through these internships and appropriate supportive services, the goal is to assist the returning woman in more successfully relating her return to postsecondary education to her career and life goals. For those women who are already intent upon particular careers, the internship and other services should increase the chance of employment upon graduation. For those less certain, the initial path toward selecting a career should be smoothed. More difficult to measure (but no less significant) will be the project's goal of increasing the self-confidence, self-concept, satisfaction, and the availability of role models to returning women students.

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The League for Innovation in the Community College
Los Angeles, California

In the last few years, the number of part-time faculty in two-year colleges has increased dramatically. In 1972 there were approximately 74,000 full time faculty in community colleges, and in 1976 there were approximately 84,000. Part-time faculty numbered approximately 48,000 in 1972, but in 1976 there were 107,000 part-time faculty. During this period full-time faculty had increased by 10,000 but part-time faculty had increased by more than 50,000. National surveys indicate that part-time faculty are responsible for an increasing amount of instruction in two-year colleges but that they are less prepared than full-time faculty for this role. Furthermore, national surveys indicate that community colleges have neglected this important group of faculty and have for the most part failed to provide staff development programs to help them become effective teachers for community college students.

The League for Innovation in the Community College, a national consortium of 51 two-year colleges in 11 states, with student enrollments exceeding 750,000 is coordinating a project to design, implement and evaluate selected approaches to staff development for part-time faculty. Three League colleges have already developed staff development programs and to date have spent $128,000 on materials for part-time faculty. In this project these materials are being refined and field-tested in a fourth college for general use. In addition, the four participating colleges are developing descriptive program statements for their part-time staff development programs that will be refined through institutional committees including part-time faculty. These program statements describe exemplary programs for use as guidelines or models by other community colleges. Thus, an important purpose of the project is to build on the work of these colleges, i.e., to capitalize on their resources, to assess and evaluate their materials in terms of wider use, and to collectively produce exportable materials and programs for part-time staff in other community colleges.

The expected outcomes of this one-year project will be: 1) tested guidelines for the initiation and implementation of staff development programs for part-time faculty in two-year colleges; 2) field-tested, replicable training materials which meet the specific needs of part-time faculty in two-year colleges.

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The Learning Exchange
Evanston, Illinois

Founded in May 1971, The Learning Exchange represents the oldest and largest of a growing new breed of educational institution: the learning network. In the past, The Learning Exchange was not able to provide much help to people who wanted to start similar services, due to extremely limited resources. Most of the dozens of learning networks which sprang up did not survive; and much time, effort, and resources were wasted in "reinventing the wheel." In addition, one of the major problems which plagued the learning networks, including The Learning Exchange, was the development of effective ways to communicate this new system of learning to the many who can benefit from it.

With the assistance of a two-year grant from the Fund, The Learning Exchange is now working to ameliorate these conditions. During the first year of the grant project, on the national level, The Learning Exchange handled more than 1,100 inquiries from individuals, organizations, universities, libraries, businesses, etc. across the country requesting information on the concept, The Learning Exchange model, the Fund project, learning networks in their areas, and how to start a learning network. Many of these requests resulted from national TV and radio coverage, speaking engagements, and articles in Prevention, Parade, Family Circle, and Changing Times magazines. The project responded to more than fifty requests for help with questions and problems from operational or planned learning networks. Site visits were made by more than twenty-five people from other cities. Two project directors' workshops were attended by more than forty people representing seventeen organizations. A national publication, Interchange, was launched to provide a means of dissemination, diffusion, and communication among learning networks.

On the local level, approximately 24,000 brochures and posters were distributed through a network of more than 350 neighborhood outlets which was developed. Six new brochures were designed and tested, and 50,000 of the best were printed and are being distributed. Hundreds of community residents heard talks given by staff. A monthly column was obtained in ten community newspapers, with a circulation of approximately 62,000. A bi-monthly publication, Peoplephile, sent to more than 300 media contacts, resulted in at least two dozen feature stories publicizing the skills and knowledge of community residents, as well as the services of The Learning Exchange. During the second and final year of the Fund project, successful activities begun in the first year will be improved upon; and creative, innovative, new techniques will be explored, including possible learning fairs and outdoor/display ads.

The expected outcomes of this project will be: 1) greatly increased awareness of, and interest and participation in, this new concept in education, both locally and nationally; 2) improved chances of success for learning networks that benefit from the knowledge and assistance offered; 3) a central source, and also a publication, for disseminating information about learning networks; and 4) the establishment of a framework of cooperation, sharing, and mutual self-help among the pioneers of this exciting new educational institution.

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Learninghouse, Inc.
Prescott, Arizona

In the world of contemporary post-secondary education, most learners are not asked to take responsibility for their learning. Too often, they are given credit for seat time and are rewarded for their ability to memorize or to anticipate the content of the next exam. There is little impetus to or modeling of new methods of teaching and learning. Further, no matter how sincere someone is in wanting to improve the educational process, to bring about change, there are real political, institutional and professional impediments. People don't have the requisite skills, or it's threatening to do something different, or no one knows how to begin, or other equally compelling reasons.

The Southwest Field Training Project, operated by Learninghouse, Inc., is designed to provide new information, new models, and new motivation to post-secondary educators in the Southwest. The project develops, tests, applies, and disseminates a model for change while it identifies, and supports the educators seeking to implement the changes both in their own classes, and in their institutions.

This is the first year of a two year project. This project was built on a pilot effort implemented in 1977-78 and funded by FIPSE in which the design concepts were tested, refined, and more clearly described. In the first year of this project, we bring 15-20 post-secondary educators together three times during the year for one full week each time in field conferences held in Wilderness settings in the Southwest. In these conferences, the experiential model of education will be described, modeled, discussed, and most importantly, used. The participants become a core group who serve as a resource pool and support group to each other. The project team stays in contact with these core participants throughout the year supporting efforts to use experiential education models in that setting. In their home institutions, the participants design, develop, and implement projects of their own which reflect the new model and which meet the needs of their students. The Learninghouse staff visits each educator at his or her home setting to provide on-site consultation.

In the second year, the participants' projects and their results are presented to a group of educators. They will be given an intensive workshop and be asked to institute their own projects in their home institutions using the information which we have codified.

The outcomes of this project will range from the most personal to the most institutional. Over fifty educators will be trained in a new method of educational change. Because the nature of the training is so intense, extensive personal and professional growth will result for the participants. Each of the more than fifty participants will design and implement a project at their home institution which will expand the model, create new projects at the home institution, and expose learners across the Southwest to new methods of learning and changing.

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Lehman College, CUNY
Bronx, New York

The Writing Development Project, now in its second year, was funded to construct a model that describes how the writing of non-traditional college students improves during their first year in college. Many of CUNY's non-traditional students are improving in writing; the Writing Development Project is interested in the following questions: are there particular patterns of growth in writing? if so, how many are there and how are they shared among this group? do non-traditional students share patterns of growth with better prepared writers or with younger writers? in what area will their greatest improvement lie? in correctness? in cognitive growth? in syntax? in rhetoric? Until now there has been no full-scale developmental model of what specific features indicate progress in writing or of what such progress ought to look like. Until there is such an understanding based on a detailed analysis of actual student papers, writing courses will be based on teachers' institution rather than grounded on a documented knowledge of how progress actually occurs.

The Writing Development Project is analyzing six writing samples taken from each of 800 CUNY freshmen registered in basic writing classes. During the first year of the grant, the writing was collected and assessed by CUNY faculty members trained in the holistic rating method developed by the Educational Testing Service. Papers of students who showed consistent progress are now being selected for close analysis. The Project is examining those papers for increase in surface correctness, sentence length, and most important of all, an increase in rhetorical maturity (e.g., consistency of tone; understanding of audience-speaker relationships). Once the signs of growth are charted, a model of growth will be constructed. This model will be validated against a contrast group -- papers of students who showed no improvement. At the conclusion of our project we shall have a practical model of growth in writing based on the demonstrated improvement of successful students in a college setting. Teachers will then be able to apply this model in the classroom to accelerate the wrting development of their non-traditional students.

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The Lindenwood Colleges
St. Charles, Missouri

Although at one time the "health care manpower crisis" was thought solvable by simply increasing the number of physicians, this approach has not worked. A major problem in physician manpower is now recognized as the geographical maldistribution of physicians, with a sparsity of physicians in rural and inner city areas, an oversupply of specialists; and a focus of medical education and care upon acute, episodic, curative treatment at the expense of preventive, health maintenance care.

The Lindenwood Colleges in cooperation with Washington University's Medical Services at St. Louis City Hospital, and with the Department of Health and Hospitals, City of St. Louis, is preparing a Health Associate Program leading to a Bachelor of Medicine degree to be awarded by the Lindenwood Colleges. Graduates will be competent as physician extenders and as health educators. Health Associates will assist physicians in the delivery of primary and preventive health care to rural and inner city areas. Health associates will also be prepared to assist patients with self-care and behavior modification and community residents and other professions in leadership activities designed to improve community health status and health care.

The first part of the five year program emphasizes academic studies while the latter part concentrates on specially designed medical and clinical courses. During the first year of the three-year grant three interdisciplinary courses for the preparation of health associates have been developed. These courses, combined with "field visits", provide the perspectives of academic and professional approaches. Student review and evaluation procedures have been developed. The clinical curriculum is nearing completion under the supervision of the Medical Director of the Program, and we will be initiating plans for the internship which constitutes the fifth year of the program.

The inter-organization cooperation among a liberal arts college, a medical teaching institution, and the major services of a city's health and hospitals department seeks to demonstrate that such inter-institutional cooperation can prepare competent, creative, humane providers of primary health care efficiently and effectively. The Bachelor of Medicine program also offers a new and distinctive approach to the training of physician extenders in that program graduates will also be competent as patient and community health educators.

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Loretto Heights College
Denver, Colorado

Adults in mid-life are entering American higher education institutions in increasing numbers. Many colleges and universities have begun to develop programs, such as the University Without Walls Program at Loretto Heights, which offer formats directly suited to this group. In these non-traditional programs, degree plans can be individualized, prior learning can be assessed and accredited, and studies can be organized to support vocational advancement. While these innovations have helped to meet the needs of self-directed adult learners, they have not directly addressed possibilities of growth for adults who continue their education during periods of personal change and/ or career exploration. New research has highlighted the importance of reorientation and growth during mid-life, and suggests that growth during these years is often related to learning about oneself, one's society, and values through which self and society are related.

Project Transition supports learning through a new approach to liberal studies based upon isses important to adulthood. The project comprises four, one month seminars and a concurrent program of career development. The seminars are: Psychology of Adult Development, Values in Adult Experience, Perspectives on the Future, and Learning as Adults. Together, the seminars and the career development process are intended to expand personal horizons in a supportive group atmosphere while at the same time sharpening vocational interests and career development skills. Particular attention is given to decisions which influence educational planning.

The Project presently is in the second year of a three year grant from the Fund. sixty five adult learners have participated, to date, in six groups. These persons are enrolled at Loretto Heights as special students at a cost- for-services tuition rate. In many instances, employing institutions contribute to sharing costs with students through tuition-reimbursement plans. Project Transition is offered three times a year on the Loretto Heights College campus. The Project also can be scheduled at times and places convenient to particular groups of learners, such as at the workplace of individuals who are employed together.

The primary objective of Project Transition is to assist its adult learners in their personal/educational planning. Several measures are being used to assess change and growth throughout the four month process. In addition, there is an on-going, organized dialogue with students to identify their important life concerns. These issues are to serve as data for the evolution of a liberal studies curriculum based on the dynamics of adult development. Research and dissemination efforts have been shared with a task force of several Fund projects, coordinated by Rita Weathersby.

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University of Louisville/Foundation
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Often, persons have prepared themselves for graduate work through professional experience. In the field of social work, five qualities have been selected which are thought to be related to successful professional work: (1) substantial work history, (2) minority group experience, (3) lower socio-economic background, (4) maturity and (5) primary family care responsibility. Each of these factors is likely to work against successful admission to graduate programs if traditional methods of analysis are followed.

Project PPQ proposes to use professional preparation qualities as a means of screening into graduate work at the Kent School of Social Work, University of Louisville, those persons whose life experience has prepared them to do graduate work in a way often not reflected in their academic records.

This Project seeks to develop a procedure for measuring experience which is related to graduate work in social work for the purpose of making two important decisions:

1. Admission to a graduate program.
2. Admission to Advanced Standing in a graduate program.

The design of the project calls for the use of simulations and games as a part of the evaluation process. It also calls for very active participation of students now involved in graduate work in carrying out the development of instruments and procedures.

Kent School has reason to believe from experience with admission to its program of persons who rank high in the above characteristics that such students would be successful in a graduate program. The School expects to make any successful means of measurement developed in the project a contining part of its admission procedures.

It is expected that results of this work will be presented at national meetings in an effort to share successful outcomes with other graduate programs. Other schools will be involved in the development of the project through consultation as the project is developed.

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Loyola University
Chicago, Illinois

The Career Development Program attempts to deal positively with the problem of career closure. There are various types of career closure for faculty and administrators: narrowing specialization that comes from professional success; the frustrated desire to expand your own interest beyond its career limits; loss of zest for teaching; shifts in professional development that partially antiquate some areas of knowledge; and, among many others, the closure that comes as a result of economic, social, or academic forces that terminate or reduce the number of faculty in an area or discipline. As a consequence of the reduced teaching opportunities in higher education, the typical shift of employment to another university has almost disappeared. Loyola University now assumes some responsibility for assisting the faculty and administration in developing and expanding within their own career. Loyola University is of moderate size (15,000 students), in an urban setting, with ten schools, three local campuses, and 650 faculty and 100 administrators. It has, like most universities, many career closure situations. The Program was constructed to deal with career situations in a way that would be even-handed across the University, as well as allow for the diversity of concerns of individual persons. The Program is in its first of three years.

The major focus of the Program involves the placement of faculty and administration in business, government, and public service for a year's period of time, during which the placed persons will work for the corporation, utilizing skills that have been developed in their academic career. There are also external exchanges with faculty and administrators at other universities, internal exchanges within this university, and retraining programs for those in specific situations. The theory behind the program is that all persons, during some portion of their career, can benefit substantially from working under alternate constraints.

The activities to be undertaken are of three types: financial planning and time management workshops, along with personal interviewing, so that persons can develop a sense in which they can exert an influence on their own future; skill assessment and career and life planning workshops as a preliminary to placement, exchange, or retraining; and, along with actual placement, the development of support groups to assist those working under alternate constraints.

Such a Program will encourage faculty and administrators to link their personal and career interests, and thus be more satisfied with themselves and their career. The university will have more flexibility in dealing with shifting and changing social demands. The students in the classroom will have more interesting and exciting teachers, as well as teachers who will provide clearer models for the students who will be employed in the world beyond the academic.

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Lutheran Social Mission Society
Philadelphia, Pennsylvania

Changing social values and economic pressures are causing women in working class communities to revise their goals, and seek skills and employment outside the home. Many see college education as the key to fulfilling their aspiration, but have been traditionally excluded from educational opportunities, and are discouraged by psychological and practical barriers. Years, away from formal education (spent developing multiple roles as wives, mothers, and workers) have undermined women's self-confidence in academic spheres. Though many colleges and universities have continuing education programs for women, often their location, class style, lack of understanding of ethnic traditions, and inadequate support systems render them inaccessible to working class women. Recognizing women as resources for community leadership, and the motivation of community women for obtaining college degrees, the Lutheran Settlement House Women's Program, in cooperation with Community College of Philadelphia, is piloting a community-based Women's College Program in the industrial/immigrant community of Fishtown.

The program is entering its second year of operation. Students enroll in an eight week Preparatory Course, developed by project staff and designed to facilitate re-entry into an academic environment by focusing on competencies in writing, reading, and study skills, as well as on peer support. This year, the first of a three year grant, project focus is on curriculum development, emphasizing consolidation of Preparatory Course Materials, and development of a Math Skill/Math Anxiety Preparatory Course. College-level courses, sensitive to the needs and aspirations of working class women, is another aspect of curriculum development. Formation of a Curriculum Advisory Board, with student representation, reinforces a learner-centered approach to curriculum concerns. An additional thrust of the project is educational counseling, stressing the selection of majors for (60) second-year students, and identification of major interest areas for (25) incoming students. Support services dealing with the broad spectrum of issues effecting women as students include workshops on Career Opportunities, Assertiveness Training, and How To Finance Your Education. Preliminary exploration of community-based practica is a step toward placing skilled neighborhood women into community employment following graduation in three years.

A manual entitled Preparing for College in Your Community, published during the coming year, will enable the project to share methodology and Preparatory curricula with other communities. The project will increase communication and cooperation between postsecondary institutions and community centers, thus increasing institutional sensitivity to educational needs of working-class women. Tailoring of elected courses to community needs will result in greater effectiveness for community development. Long-range goals include: increased educational status; improved self-concept; enhanced employability, and; benefits to families.

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Madonna College
Livonia, Michigan

For years handicapped individuals have been faced with barriers, making it difficult to attain their full rights, privileges and responsibilities. The Rehabilitation Act of 1973, Section 504, protects the handicapped from discrimination in jobs, education and service given by federally funded programs. In order for deaf individuals to receive access to full rights, Madonna College identified and developed a sign language interpreter education program to educate and train persons to become communication facilitators between deaf and hearing persons.

Madonna College, a coeducational, liberal arts college, recognizes that educational support services; sign language interpreters, note takers, tutors and counseling services must be available to deaf and hearing impaired students.

The existing interpreter education and sign language program increases the number of students who have a given level of sign language competency. The resulting impact is: 1) an increased number of students on the campus having an awareness to deafness and sign language; 2) on-campus interpreter/students available for appropriate interpreting settings within the campus setting.

Specific goals of the project are: 1) to integrate deaf and hearing impaired persons within the College by providing counseling, interpreting, note taking, and tutoring support services; 2) provide workshops to faculty and staff in order to begin and/or maintain manual communication skills; 3) provide manual communication courses for credit, tuition free, to students attending Madonna College; 4) provide an alternative to post secondary programs now offered to deaf and hearing impaired persons; 5) create an awareness in the local and larger communities of educational and occupational capabilities of deaf and hearing impaired persons; 6) prepare capable, professional, interpreters for medical, religious, government, and other services.

Since September of 1976 (Term I), through April, 1978 (Term II), four hundred, sixteen (416) students have completed the course, Introduction to Manual Communication and Orientation to Deafness. One hundred, twenty-five (125) students are now pre-registered for the above course for Fall, 1978. Fifty deaf and hearing impaired students are pre-registered for courses for Fall, 1978.

The expected outcome of the project is a model bi-lingual program utilizing sign language and support services to integrate deaf and hearing impaired persons with hearing students in classrooms throughout the college, by enrolling in the various programs offered by Madonna College. Deaf students will demonstrate competence in careers of their choice and receive equal opportunity to education.

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Mary Baldwin College
Staunton, Virginia

Adults have long been excluded from opportunities for post-secondary education by virtue of their life styles, family and financial responsibilities and geographic limitations. The Adult Degree Program at Mary Baldwin College, a four-year liberal arts college for women, is designed to meet the educational needs of women in Virginia who are seeking an alternative method of obtaining a college education.

In the second year of a three-year grant period, the Adult Degree Program is serving 70 adult students seeking the Bachelor of Arts Degree. The Program is nonresidential and designed so that a student may work independently at her own pace and at a location that best suits her study plan and life circumstances. With the guidance of an academic counselor, the student develops a degree plan which meets the College graduation requirements and her own educational and life goals. Learning experiences needed to complete the degree plan are defined by learning contracts and may include course work at Mary Baldwin or other colleges, directed or non-directed independent study with Mary Baldwin faculty or other qualified resource people, approved correspondence work and experiential learning activities.

Another element of the Program design is the Women's Center which provides a supportive environment for decision making and problem solving processes. This support is needed prior to the student's entry into academic work and throughout her academic career, culminating in job placement. The Women's Center Director coordinates already existing campus services, such as career/life planning, personal counceling, and campus activities initiated by the Committee on the Status of Women, and sponsors a variety of workshops/seminars of interest to mature and college-age women. The Women's Center also provides personal and career change assistance for alumnae of the College.

The expected outcomes of the project are: (1) to provide an opportunity for adult women to obtain a college education through an individualized and flexible program designed to meet their needs and goals, (2) to make a significant contribution to the vision of the College and the image it projects to the outside world through the addition of mature women students, (3) to expand cooperative relationships with the many human service delivery agencies located near the College, (4) to strengthen existing programs designed to introduce women to the wide variety of career opportunities by coordinating those efforts through the Women's Center, and (5) to encourage the re-evaluation of traditional teaching/learning methods and the utilization of alternative methods in a traditional setting.

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Massachusetts Institute of Technology
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Many Americans fail to learn mathematics early or well, and they pay heavily at the post-secondary level. Entry and advancement in such fields as commerce, social science, architecture and librarianship are powerfully nourished by fluency in such mathematical realms as statistics and/or computer science. Professional schools of law, medicine, and management select students, in part, on the basis of mathematical aptitude tests. Mathematical nonfluency leads to disqualification. There are signs that women, inner city populations and poor people may suffer more frequent damage to their intellectual and economic aspirations than others do.

From pure research pursued at M.I.T's Man-Vehicle Laboratory (Professor Laurence R. Young, Director) on an evolutionary theory of higher brain function, we have developed tactics for mathematics pedagogy that have proved successful with a broad range of students. The theory is crucial in evaluating and guiding the design of tactics: the division of abstract tasks into suitable subtasks, the choice of proper order of presentation, the duration and quality of rehearsals through which our students are guided. Our theory suggests that our tactics rely on capabilities that are evolutionarily old and widely enjoyed by our students. This, in sharp contrast to conventional tactics which rely on more sophisticated capabilities that are often undeveloped in our students.

Our goal is to acquaint the local faculties of mathematics with the potential offered by these methods and the means of realizing that potential. We offer a demonstration course to college students in the Mathematics Department (Professors Bernice Auslander (chair) and Colin Godfrey, principal collaborators) of the University of Massachusetts, Harbor Campus, with the cooperation of the Dean's Office for Academic Support Services. The course treats introductory algebra, with special sessions on arithmetic, using the special tactics. Faculty members from the University and other colleges observe these sessions and take part in a training seminar using live students and videotape. Students are drawn, not only from the University, but from other member institutions of the STAMP-ACT (STrAtegic Mathematics PedAgogy) ConsorTium. Those include Tufts University and the Women's Inner City Educational Resource Center (WINNERS). We hope to perfect for students the tactics of transition from arithmetic deficiency or anxiety about mathematics to readiness for college level statistics or pre-calculus courses. And, we hope to transmit to the training faculties the tactics and experience that will deploy their expertise most efficiently.

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Massachusetts Institute of Technology
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We need to provide increased opportunities for certain types of learning experiences characterized -- as a class -- by common features, including learner initiation and control, dependence on large data bases, and easy access by the general public. Examples include: information retrieval; aids for decision-making; and brief, informal learning mechanisms for specific subjects. Such services are generally expensive and inefficient, and often not up-to-date. Computers have been shown to have good capabilities in these areas, but with the major obstacle -- for the present purposes -- of esoteric user requirements.

This project is aimed at taking advantage of new computer technology, especially user-terminal technology which makes it feasible for totally unskilled persons to have meaningful, interactive access to computers in addressing the above issues. We are implementing a small computer system which will be accessible in a public place, the Cambridge Public Library in the first instance, and also will serve as the base for a telephone information service. The project includes development of an initial information data base, development of appropriate interactive programs, and implementation of an effective hardware configuration. We are also engaged in interactions with the community to ensure that they determine specific needs and system functions, so that the system "focuses on the current needs of the users, as perceived by them." The work involves a collaboration between persons at M.I.T., and staff of the Cambridge Public Library and the Cambridge Office for Community Development as well as the active participation of an Advisory Group comprised mainly of the leaders of local service and citizens organizations. The time scale for the present funding is three years. The first year is devoted to the development of the system software and the initial information data-base. A working system will be installed in the second year.

This project will improve our knowledge of a) procedures for generating and maintaining public-oriented information data bases; b) the nature of the interaction processes between individuals and computers, especially in comparison with interactions involving intermediaries, such as librarians, telephone operator/information specialists, teachers, etc.; c) the potential for user-initiated, computer-assisted, individualized learning, especially in the context of as-needed use, free of structure, organization and time constraints or committments. The project will yield a System, comprising a hardware configuration, computer software, operational procedures and organizational structure, suitable for national dissemination by replication. Successful transfer of the project results will be facilitated by a critical analysis (by the project staff, the Advisory Group, and the user population) of the design, the function and the utility of the System and of the process of its development.

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McBer and Company
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The issues of measurement and assessment have come to the forefront in higher education. Educational institutions are finding that they must make critical decisions about how to apportion their resources in order to develop academic programs that will have the greatest impact on the adult maturity and work-world competence of their students. Traditional measures of academic success--course grades, credit for time in class, standardized aptitude and achievement tests--have not shown a very substantial relationship to demonstrated competency in post-academic roles. What is needed are new tests which are sensitive to the outcomes of postsecondary education, while at the same time predicting competence in a wide variety of career and life situations. The research of McBer and Company, as a behavioral science consulting firm with experience in both the workplace and education, provides a unique starting point for describing and measuring these competency outcomes of higher education.

With the cooperation of over 15 colleges and other institutions concerned about assessment issues, McBer is in the final year of a three year project to develop new types of tests and to encourage the use of rigorous research methods to evaluate higher education outcomes. Use of the instruments being developed is in the context of cross-sectional or longitudinal research designs on the campuses of cooperating institutions to evaluate the total effect of a college, a special program, or a course. Test results are shared with the institutions and are used to create reliability and validity data, and norms to be published in the manuals for the tests.

Project outcomes will include a Comprehensive Cognitive Assessment Battery made up of four tests: Test of Thematic Analysis, a measure of critical thinking ability; Analysis of Argument, a measure of intellectual flexibility; Learning Style Inventory, a measure of perceived learning style; Test of Self-Definition, a measure of whether a person habitually thinks in terms of causes and outcomes, or whether the individual sees the self as an ineffective actor in a world of events having no cause. A user's guide, test manuals, and other supportive materials will be available for institutions which use this battery. An additional outcome will be a set of socio-emotional and interpersonal skills tests with supporting test description papers.

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Memphis State University
Memphis, Tennessee

Educational reform to meet the needs of increasingly diverse students becomes extremely difficult in the face of stable enrollments and tight budgets. Resistance to change is strong; competence and experience concerning planned change, knowledge utilization, academic improvement and promising innovations is weak.

The Institute for Academic Improvement will work with affiliated instituions to improve their effectiveness in four areas: 1) individualized education, contract learning, personalized instruction and individualized group instruction. 2) assessing experiential learning achieved prior to enrollment, and developing sponsored experiential learning which integrates work and study, careers and lifelong learning, 3) the education of adults, with special attention to research and theory concerning the life cycle, adult development and adult learning and 4) assessing educational outcomes, student learning and development, quality of effort, and performance indicators.

The Institute for Academic Improvement will integrate five major elements: 1) Multi-institutional development and action research will bring the costs of expert assistance and of local activities to learn about appropriate alternatives, plan adaptations, implement and evaluate academic improvement within the reach of single institutions; 2) Residential Workshops will combine the benefits of group instruction and peer exchange with individualized education and consultation for individual professional and institutional task forces; 3) Consultation by Institute staff, a Board of Scholars, and a national pool of adjunct faculty members will serve both single institutions and consortial efforts; 4) Doctoral studies concerning academic improvement, research utilization, and planned change will be offered for task force members from affiliating institutions and others through credit-bearing Residential Workshops, supervised independent studies integrating theoretical concepts with practical on-site experiences, and pertinent graduate courses; 5) Post-doctoral studies will be provided through Residential Workshops and Visiting Faculty Fellowships for highly qualified persons who can contribute to academic improvement activities of affiliating institutions.

Institutional affiliation occurs through formal application describing objectives concerning academic improvement and commitments concerning local resources and contributions to the support of the Institute.

A Board of Scholars comprising Directors and faculty members from key Higher Education Centers will advise on Institute development, consult with affiliating institutions, and examine Institute experiences for potential adaptation in their own Centers.

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Metropolitan Service District/Washington Park Zoo
Portland, Oregon

Many students would like to become directly involved in an ongoing, original research project. Unfortunately, opportunities for most students are limited. The experiences and insights gained from actual participation in basic research are very difficult to achieve with standardized, pre-planned exercises. Even by reading primary sources the uninitiated student cannot appreciate the amount of hard work, complex problems, and the excitement of discovery experienced by those conducting original research. In these times of tight money, however, most educational institutions are hardly in a position to expand their facilities and staff to accommodate student interest in original research. Therefore, to expand educational opportunities, other resources must be sought.

In recent years, the Washington Park Zoo has developed an extensive basic research program focusing on animal behavior and physiology. From time to time, individual scientists have brought in students to work as volunteer assistants. The success of these students and the enthusiastic support of local college and universities lead to suggestions of combining resources for mutual benefit. Unfortunately, in the past the zoo could not accomodate all the students interested in the program.

The grant to the zoo provides a greatly expanded educational program with an education staff to provide special training and supervision for volunteer assistants. All participants receive personalized instrucion in observational data collection techniques before they begin their work as assistants and, depending on their assigned project and interests; may receive additional training in computer programming, inferential statistics, animal health care, use video tape equipment, library research, and research design. Arrangements have been made with a number of local colleges for their students to receive academic credit for their work in the program. Students from institutions out of the area are aided by the supervisory staff in obtaining credit from their home institutions. The program is also open to individuals who are not presently enrolled as students but who have demonstrated ability to do college level work. The education program can now accommodate 45-50 new volunteer assistants per trimester and a total of approximately 150 per year.

In the first year the main focus was to develop curriculum materials and procedures for student training. In the second year, in addition to perfecting training procedures, a number of local academic institutions were drawn into the program by offering both lecture courses and laboratory class sections at the zoo taught by the program staff. Now, at the beginning of the third year, an intense effort is directed toward developing sources of material support from the local colleges and private foundations. The goal is to build a permanent, cooperative arrangement between the zoo and the academic community.

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Mexican American Legal Defense and Educational Fund (MALDEF)
San Francisco, California

Now that the Bakke decision has been rendered by the Supreme Court the problem of who gets admitted to law school under what criteria is crucial. For Chicanos and other ethnic-racial minority groups this concern is particularly acute as these groups have been underrepresented in the legal professions. The Mexican American Legal Defense and Educational Fund, as a national policy advocacy firm with a proven record in civil rights, is developing a report which addresses this problem. The study will provide suggestions for new admissions criteria to assist law schools in the development of an admissions process that will generate more minority students who will become successful practitioners.

In the development of this report, two principal activities are anticipated. A review of current literature and practice is conducted, and a review of current admissions processes in accredited California law schools is made. These two activities generate a scholarly and pragmatic framework for the development of new admissions criteria. Survey data on the qualities of successful law practitioners will be reflected in the new criteria. Over the initial twelve month period of this project, visits will be made to a variety of accredited law schools, public and private, secular and nonsecular.

The advisory committee includes representatives from the law schools. It provides critical comments, direction and advice on plans for activities to be carried out, and will perform a critical review of the suggested new criteria.

The report will provide a plan of action that can be used by law schools and law school councils for assessing their current criteria and for developing new standards of admissions. It is anticipated that these suggestions will be critically reviewed by law school officials and that pilot programs will be undertaken after publication of the report. Dissemination of this report and initiation of appropriate pilot studies will provide the backdrop that is needed for development of a nation-wide effort. The ultimate purpose of this study is to provide policy recommendations that will facilitate adjustment in law school admissions so that significantly greater numbers of minorities will be admitted to the practice of law.

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University of Michigan/Project Choice
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Recent efforts to provide new types of information which may facilitate student choice among postsecondary education options have been stimulated by 1) increased availability of need-based student aid; 2) a diversification of both student clientele and educational opportunities; 3) federal and state efforts to regulate practices of questionable ethics in student recruitment; and 4) legal actions by students which have challenged the accuracy and completeness of information supplied by institutions. Despite considerable recent progress toward development of institutionally-based models for presenting more detailed and candid information to prospective students, few attempts have been made to utilize consistent definitions or a normative data base which might assist students in interpreting information.

Project CHOICE (Center for Helping Organizations Improve Choice in Education) works with institutions and other agencies in improving information for student choice and is developing models and policy alternatives for future efforts by both governmental and nongovernmental agencies. Although CHOICE provides services to all institutions in the form of audiovisual materials, newsletters, technical manuals and advice, the primary focus of CHOICE during 1978-79 is to work intensively with twenty colleges to develop models of improved information.

The twenty colleges began to cooperate during a summer 1978 workshop where campus teams designed local information improvement projects. CHOICE will continue to work with the campus-based teams as they revise their institutional information, exchange ideas, and participate in research efforts designed to help CHOICE study 1) the impact of the new information on student perceptions of the institution, and 2) the impact of an information improvement effort on internal institutional communications.

Through 1980, CHOICE will continue to 1) disseminate current knowledge about the process of improving information for students; 2) act as a clearinghouse about improvements in information for student choice; 3) utilize recently available models in encouraging institutions to undertake planned information improvement; 4) institute a consultant linking service to assist institutions engaged in efforts to make information comparable for students; 5) systematically analyze the impact of more complete and accurate information on student decision making and organizational functioning; and 6) generate policy alternatives based on institutional efforts.

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The Community CTC (Classroom-Telephone-Computer) Learning Network for Fundamental Reasoning Skills addresses the problem(s) of using existing educational and communications technology to deliver cost-effective, stimulating instruction in those fundamental intellectual skills upon which most other education depends--mathematics, language, logic, scientific method, and reasoning--to any interested person with access to a telephone in any community with the computer facility to mount the program. The individualized learning interaction provided by the CTC Network is potentially accessible to students at all educational levels as well as to working adults, dropouts, retirees, and persons who are temporarily or permanently homebound--at the convenience and pace of the learner rather than those of the institution--delivered over the telephone in the comfort of their own homes.

The Instructional Gaming Group at the Mental Health Research Institute of the University of Michigan will begin this year and over the next three years to adapt the currently available computer program for generating instructional sequences in mathematics in the EQUATIONS game for delivery to participants by means of progressively more convenient, more cost-effective media: 1) computer terminals on the University of Michigan System; 2) mini-computers available to most secondary, community education, and college programs; 3) touch-tone telephones used as terminals; and 4) dial telephones used as terminals. Project personnel will develop additional instructional sequences in mathematics (EQUATIONS) and start developing sequences in language (QUERIES 'N THEORIES and a grammar and sentence structure game nearing completion), logic (WFF 'N PROOF and ONSETS), and scientific method (QUERIES 'N THEORIES).

The short-range objective of the project is to mount and assess the demonstration model of the CTC Network in relation to four specific populations: 1) women, primarily those attending college after protracted absences from school, seeking remedial help in mathematics through the University of Michigan Center for Continuing Education of Women; 2) other college students, primarily minority students, seeking remedial instruction in mathematics through the University's Coalition for the Use of Learning Skills; 3) community college students studying mathematics in the Division of Exact Sciences at Washtenaw Community College (Ann Arbor, Michigan); and 4) homebound and institutionalized persons of all conditions--many of whom are ordinarily considered "unreachable"--who are the specific target population of Project Outreach, an innovative program of the Mathematics Lab at Washtenaw Community College.

Successful operation of the Ann Arbor model will be a prelude to dissemination of the CTC Network to postsecondary, community, remedial, and outreach education programs throughout the country and to colleagues in Detroit, Los Angeles, Flint, Dearborn, and elsewhere who are already engaged in intensive use of these instructional games.

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The National Chicano Research Network is a comprehensive long-term response to existing problems facing Chicano higher education and postsecondary education in the United States generally. For Chicanos and other minorities these problems begin with severe underrepresentation in undergraduate and graduate enrollments. At the faculty level, however, the problems go far beyond mere underrepresentation. The pressures and constraints faced by early-career Chicano faculty (the overwhelming majority of Chicano academics are in the early stages of their careers) from special student clienteles, their own departments and institutions, and the frequently inadequate technical research training they receive, threaten their career advancement.

The Network conducts training institutes (the first one was in August, 1977) and short-duration workshops on research methods, sponsors a program for Visting Chicano Scholars, sponsors meetings of Chicano researchers and educators on the status and priorities for Chicano education and research, increases and sustains Chicano participation in scholarly associations, provides critical review and advice on scholarly publications to young Chicano social scientists, houses a research clearinghouse and publishes a newsletter and working papers series.

By encouraging and facilitating increased scholarly productivity, the Network will insure that more of the relatively small number of Chicano faculty already holding appointments will pass the increasingly more competitive review for promotion and tenure. For meeting this objective we are implementing programs characterized by "networking" - types of association. By supporting increased cooperation, collaboration, and mentorship both as a style of scholarly work and as an instrument of professional career advancement and social responsibility, the Network will contribute to greater and more effective Chicano participation at all levels and in all sectors of post-secondary and benefit the Chicano population generally.

One additional feature of the Network is especially significant. The broad range of activities and programs planned are designed to be cost-conscious and non-duplicative of other programs. This is especially timely in an era when post-secondary education is increasingly dominated by overall fiscal and personnel contraction adversely affecting minorities more than others, and by the declining priority given to scholarly endeavors. Through a system of multiple-source funding, matching support guidelines, and inclusions of technical training and career development objectives and funds in Chicano research projects, the Network will be able to sustain the activities currently planned.

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The core of this project is a systematic assessment of faculty development programs and the production and dissemination of a flexible set of instruments and procedures. Postsecondary education needs to know what kinds of practices and procedures have what kinds of impacts on different faculty at various career stages in diverse environments. Is faculty development working, i.e., are the goals programs have set being met? Is faculty behavior changing? Should other institutions invest in faculty development? Should those now supporting it continue to do so in light of other pressing needs? With outside funding on the decline, costs and benefits become an increasing concern. Already 70% of an institution's faculty development dollars come from its general fund, no small investment.

This project principally builds upon what has already been accomplished and is in progress. From the more than 750 known faculty development programs, 24 institutions serve as participants in the study. They are purposely selected so as to guarantee inclusion of the four types of faculty development practices: 1) high faculty involvement (workshops, ...); 2) instructional assistance (use of specialists, media technology, ...); 3) traditional (leaves,...); and 4) assessment emphasis (periodic review, student ratings, ...). The second selection criterion is institutional type. Equal numbers of two-year, four-year, and graduate institutions are selected -- 8 of each -- to yield a matrix of four program practices by three institutional types with two sample institutions per category. The third and fourth criteria for selection are the distinctiveness and age of the program. This sample phase of the project takes place during the first two months of the 18-month project.

The next phase has visitations and work with the 24 institutions to collect existing evaluation data and to identify other possible data sources that either have not been utilized and/or which could be developed. Here the staff create measures for judging the effectiveness of faculty development programs. Do program participants differ from nonparticipants in their teaching effectiveness? In their creative output (new syllabi, research, course conversions to SPI, ...)? In the rate in which they are promoted? Do peers note changes in their behaviors? Do participants use their time differently? These are some of the questions which will go into the instrument construction phase of the project.

The third phase is principally data collection from the 24 institutions, and the application of the instruments in the settings. The next step is data analysis, and the last phase is writing -- evaluation reports for the 24 institutions, preparation of revised instruments, and a manual of strategies for other institutions to analyze their local situation and adapt and adopt the instruments. This last phase also includes feedback to the participating institutions and dissemination to the larger postsecondary community.

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Miles College-Eutaw
Eutaw, Alabama

The Miles College-Eutaw Campus is a cooperative effort between a college and community to bring "a college presence" to a small rural community in West Alabama. The student body at Miles-Eutaw comes from a thirty-five mile radius covering parts of a five-county area with Greene County serving as the host county. The students are working adults in skilled and unskilled occupations. Most of these jobs require split-shift schedules and overtime work requirements. Thus, the average daily schedule of the working adult student allows only small blocks of time for course preparation away from the formal college program and presents serious difficulties for students in meeting regularly scheduled classes. This forced irregular attendance affects students morale, and motivation and leads to excessive drop-outs. In order to help students realize their goals for college training, to secure better jobs or job positions Miles-Eutaw must develop a program tailored to the needs of a working adult student body in a small, rural, predominantly black community.

To solve the problems, the students face Miles-Eutaw is designing a new curriculum through two basic components: a series of curriculum development workshops and a writing and speech laboratory. The curriculum development workshops involve twelve faculty members in writing the entire curriculum over a three-year period based on the modular curriculum design. In the process of designing and implementing the modules the instructors are testing them for effectiveness. Thus, we are developing the capacity for individualized instruction at Miles-Eutaw.

The writing and speech laboratory works intensively with students on individual problems they are having in class. The laboratory personnel are developing a learning strategy for each referred student. The learning strategies are developed with the students and routed to each of the student's instructors for reference.

At the end of a three-year period the entire curriculum at Miles-Eutaw will be redesigned and implemented. It is expected that the new curriculum will lead to an increase in student course completions and a decrease in withdrawal rates and course failures. It is also expected that the modularized courses will show an increase in student and teacher satisfaction with the amount of material learned in the course. The writing and speech laboratory will develop a referral system allowing faculty to pinpoint problems students are having in class. Thus, there will be an increased percentage of diagnosed students whose performance improves based on diagnostic projections.

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University of Minnesota - Morris
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A fundamental critical problem of the Dakota Sioux people on the Lake Traverse Reservation in Northeastern South Dakota is low educational attainment due in part to severely limited access to post-secondary education, which results in low level employment, an extremely high rate of unemployment and limited social mobility. Current efforts are being made to provide quality elementary and secondary education, but continual post-secondary educational opportunities are not available. Previous efforts by single institutions in South Dakota at providing extension opportunities have proven unsuccessful because of a lack of adequate personnel officed on the Reservation and the great distances involved. This program, initiated at the request of the Sisseton-Wahpeton Tribal Council, calls for the University of Minnesota, Morris (the closest post-secondary institution) to coordinate an inter-state and inter-institutional delivery system and assist in establishing a College Center on the Reservation.

The program assesses, designs, develops, delivers and evaluates opportunities for post-secondary education coordinated through an on-site staff. Over a two-year period of support by the Fund, the project marshalls resources from existing post-secondary institutions in Western Minnesota and Eastern South Dakota to assist in the development of the College Center. Faculty are provided to teach at selected sites on the Reservation from the cooperating institutions and the local community. In addition, counseling and advising services are provided when and where the students desire. The program model calls for assessing the needs of the local residents and developing educational programs tailored to specific individual needs. Technical assistance is also provided by the American Indian Higher Education Consortium in Denver, Colorado.

The program serves as a model for institutional cooperation and coordination in assisting American Indians to achieve their goal of self-determined educational attainment, and provides for individual educational development of participants. The program brings continuing educational opportunities at the post-secondary level to the seven districts of the Reservation, reaching and serving 300-500 individuals per year. Ultimately, the program will test the feasibility of establishing a free-standing Community College on the Reservation.

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The improvement of teaching is a priority concern in higher education. Several factors have contributed to this emphasis on improving instruction: the steady state economic conditions, the change in clientele, and the increasing concern with student learning. Traditional methods of improvement include sabbatical leaves, workshops, and employment of young faculty with newer ideas. This project, by contrast, attempts to help faculty in-service to adapt their instructional approaches to the developmental and learning characteristics of their students. By beginning with a focus on student characteristics we are able to relate the teaching approaches used by faculty to both the content to be learned by the students and the characteristics of the students in the course.

The project team is working with about 25 faculty in four colleges of the University: the College of Agriculture, the College of Liberal Arts, the College of Education, and the College of Pharmacy. The University has one of the largest single campus student bodies in the United States. The project colleges are representative of the University as a whole.

The primary activity of the project is consultation with the faculty. The consultation includes three interrelated activities, (a) individual interviews with faculty, (b) small group seminars, and (c) classroom observation. The seminar provides a regular time for the faculty to get together and share "theories" of students, teaching approaches, and their objectives. The classroom observation provides an opportunity for the consultant to gather first hand information about what the teacher does so that feedback can be more accurate and helpful. The individual interviews are used to assess teaching problems, plan new approaches and offer personal support.

The project is for two years. The first year we will demonstrate the usefulness of consultation as faculty (a) become more aware of their personal "theories" of teaching as manifested by the way they think of students, teaching procedures and objectives, (b) understand the developmental needs of their students, and (c) expand and develop alternative teaching approaches which are better adapted to their students. The second year we expect to work through the necessary organizational changes in the University to make possible the continuation of the consultation activities in one or more of the colleges.

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Modern Language Association (MLA)
New York, New York

The Modern Language Association, a 30,000 member professional organization of teachers of English and other modern languages in higher education, established in 1969 a Commission on the Status of Women in the Profession. One of the Commission's mandates is to encourage and develop new programs in Women's Studies. The project "Teaching Women's Literature from a Regional Perspective," now in the third and final year of a series of one-year grants, results from the Commission's awareness that the teaching of literature often suffers from the elitist standard literary canon which excludes the voices of minorities, the poor, and women and from a traditional pedagogy which defines the teacher as expert and the students as passive recipients of knowledge. The three major problems, therefore, to which this project addresses itself are 1) changing the pedagogy in the literature classroom, 2) changing the content of the literary curriculum and 3) developing a network of faculty interested in this approach and thus institutionalizing the course.

The 1978-79 project builds upon work done in the previous two years. Courses were taught in sixteen institutions throughout the country in which students did original research on the letters, diaries, oral testimonies, and out of print books of the women in their regions. In the second semester of the course students then developed projects based on their research, such as dramatic readings based on their interviews or on diaries and letters, slide-tape shows, scholarly articles in local newspapers or in class-produced booklets, and oral presentations. These projects were presented to community and academic groups within their own communities. The purpose of both phases of the course -- the original research and public presentation -- was to give students the opportunity to work as independently as possible within the framework of the traditional literature classroom.

The third year of the project will continue refining the pedagogical approaches developed during the first two years; however, the major goal of this final year is to institutionalize this student-centered course in departments of English and modern languages. In order to implement this goal, the project has established four regional clusters, each cluster consisting of six institutions with faculty teaching the course. Each cluster will then probe in greater depth the resources on women's literature in its region and the regional characteristics of that literature.

We hope that this project will change the conventional teacher-student relationships and will expand the traditional definition of literature by the recovery of significant materials within the regions. Finally, we hope to formalize networks of teachers interested in this approach and to establish repositories of materials upon which these teachers can draw in developing student-centered courses based on regional women's literature.

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Morgan State University
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Education in the Built Environment Professions of Architecture, Landscape Architecture, City and Regional Planning and Urban Design has traditionally been the domain of the majority institution, especially at the graduate level. Recent studies by the American Institute of Architects indicate that fewer than one percent of the 45,000 registered architects are Black. Statistics reveal an ever lower representation by minorities in the areas of Landscape Architecture and Urban Design. While limited minority participation in these fields is a problem, the larger concern is the absence of a major center for interdisciplinary study in the Built Environment Professions in a historically Afro-American university.

Toward the alleviation of this situation, Morgan State University has developed a multidisciplinary set of degree programs in the Built Environment Professions. The new programs will offer the first professional and advanced degrees of Master of Architecture, Master of City and Regional Planning, and Master of Landscape Architecture. Additionally, an advanced interdisciplinary degree in urban design will be offered. Staffing for these new programs consist of twelve full time faculty members who are jointly appointed to the several programs which will enroll a total of one hundred and fifty full-time students. These students will experience a structure of coursework that interfaces the disciplines to provide academic training that not only seeks to develop a high level of technical competence but affords a broad and comprehensive understanding of the diverse cultural contexts and related aspects and issues of human habitation.

This is the first year of a three year renewable grant which seeks to support the development, recruitment and promotional elements of the new program. Specifically, the grant will be employed to assist in the development and implementation of an audio-visual recruitment package aimed at minority citizens; to develop both a visiting committee to review the entire effort and technical advisory groups to review individual program direction and content; and to involve noted professionals in a distinguished lecturer series. Additionally a regional conference, "Direction for Built Environment", will be co-sponsored with the educational and professional organizations of the several disciplines.

The expected outcomes of these new programs will inherently improve the current representation of minorities in the Built Environment Professions. Nationally, these new programs will establish Morgan State University as a major center in Built Environment Education. Of more general significance however; will be the development of a cadre of professional designers and planners with a broad knowledge of human habitats and the development of user generated research data for application in the solution of built environment problems.

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Museums Collaborative, Inc.
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The increased recognition of the recipients of social services as consumers has called into question the responsiveness of agencies and relevance of services provided them. As cultural institutions of various kinds gain sophistication and acceptance as agencies of on-going adult education, serious questions are addressed to them regarding the accessibility of their resources to non-traditional audiences. Museums Collaborative's Cultural Voucher Program experiments with a new delivery system in the area of cultural education programs sponsored by museums, zoos, and botanical gardens.

The Cultural Voucher Program's goals are 1) to bring a broader range of people into contact with the educational resources of cultural institutions, 2) to provide the institutions with incentives to develop services which respond to the expressed needs of new audiences. To this end, the program provides money --in the form of vouchers--to 30 participating community organizations, which together reach an estimated 650,000 people, to enable them to purchase services of their choice at eight authorized cultural institutions. The institutions accept the vouchers in payment for services and redeem them for cash from Museums Collaborative. In this manner, institutions are encouraged to work with new audiences and are funded to the degree that they respond to expressed public needs.

Over 700 projects have been implemented by participating cultural institutions and community organizations in the past twenty months. Services purchased from cultural institutions included: admission to existing programs (77%); weekly lessons in the visual arts, music, poetry and dance (53%); special tours of exhibitions, and courses in modern art, anthropology, urban ecology, etc. (23%); technical training in exhibition design, catalogue production, photography, etc. (4%); and workshops in topics such as fund-raising and publicity (13%).

The Cultural Voucher Program has been operating in New York City for the past four years. Several major policy changes currently being implemented will refine the program for national diffusion. We are currently seeking to improve the Program's cost-effectiveness, and to encourage the utilization of existing resources within participating organizations and institutions. To this end, salary stipends to cultural institutions are currently being reduced, and, under the new discounting system, community organizations are now assuming progressively larger portions of the cost of their voucher allocations. In the past six months, nearly $40,000 has been paid into the voucher pool by participants. The program is independently evaluated by a research team from Columbia University. The evaluators are nearing completion of a detailed feasibility study regarding the expansion of a cultural voucher system into the suburban and rural areas of New York State. We expect to further strengthen and refine the program, to continue to expand its size, and to expand into non-urban areas adjacent to New York City. The Museums Collaborative intends to advocate the adoption of a voucher system by New York State as an effective means of distributing part of its annual budget for the arts.

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The National Congress of Neighborhood Women
Brooklyn, New York

Although mature women are re-entering higher education, working class women from the "urban villages" of our cities are not reached by the existing program, including women's studies programs. Such women, many of whom are community leaders and whose volunteer work helps sustain neighborhood life, are not enrolled in these programs primarily because of differences in life styles and values. Rooted in their families, their neighborhoods and their ethnic and class traditions, these women find the traditional college environment culturally alienating and the courses unrelated to their everyday lives. At the same time, community life has becomes increasingly complex, requiring more skill and knowledge than the women generally possess. In 1975, The National Congress of Neighborhood Women, a grassroots organization, pioneered in developing just such a program to meet the needs of these women.

This is the first year of a three-year grant to set up two model neighborhood college programs for approximately 100 adult women in the Carroll Gardens section of Brooklyn and Pittsburg's South Side. N.C.N.W., functioning in a "Big Sister" capacity, will provide technical assistance to the two community groups to help them develop a co-sponsored college program. N.C.N.W. will assist them in making contact with an educational institution, encouraging potential students to develop a working relationship with the educational institution. In addition, we will hold special workshops for faculty, administrators, and students; we will develop a special curriculum; and we will establish the Sister Schools Consortium Committee - a network for dissemination.

The concrete local outcomes of the three-year proposal will be the establishment of two model "Sister Schools" whose students will have substantial input intothe design and implementation of the program, thus providing each college with a unique identity. Utilizing the neighborhood as a learning laboratory, 100 neighborhood women will increase their leadership skills, raise their self-esteem, and improve both their academic skills and basic knowledge. A counseling program geared to the students' needs, utilizing peer support systems, will aid in resolving problems and increase both personal and collective strength.

The project will generate a body of material on the Neighborhood Studies approach and an educational consortium for curriculum dissemination. A network of interested colleges and grassroots groups will be established through regional conferences in Pittsburg and Brooklyn and the N.C.N.W.'s nationally distributed newspaper. The project provides for the sharing of curriculum, strategies and structures that successfully engage urban neighborhood women in higher education.

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National Manpower Institute
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Women today comprise more than 40% of the United States labor force, yet they tend to be concentrated in a limited number of "women's" jobs. The largest single concentration of women workers is in the clerical sector, where over one-third of the total female labor force is employed. These jobs are increasingly characterized by poor pay, poor working conditions and inadequate opportunities for advancement. Barriers to occupational mobility for women clerical workers are both internal and external; however, it is clear that the inadequacy of occupational information and career counseling services is one of the root causes for the disproportionate numbers of women in these low-paying, low-status jobs.

The Career Counseling Project is a two-year program of career and educational counseling, industry seminars, and advocacy designed to meet the needs of women clerical workers in six cities. By developing the career counseling capabilities of six Working Women's Organizations, it enables approximately 3,700 clerical workers to assess their own skills, examine the overall employment structure of the industries in which they are employed, formulate career plans, and acquire the education and/or training necessary to achieve desired occupational mobility. Staff persons within the six organizations are being trained to conduct the counseling service and the Industry Seminars, which are being developed to provide clerical workers with an opportunity to gain greater understanding of the industries in which they work (primarily banking, publishing, and insurance), and to enable them to learn about the alternative employment opportunities that do exist within these industries. Second year activities include dissemination of materials describing the problems and needs of clerical workers, descriptions of the Career Counseling Project and the industry seminar program, and guidelines for replication of these activities.

The Project is a collaborative effort of the Center for Women and Work, the National Center for Educational Brokering, (separate operating units within the National Manpower Institute), and six Working Women's Organizations: 9 to 5, Boston, Mass; Women Office Workers, New York, N.Y.; Cleveland Women Working, Cleveland, Ohio; Dayton Women Working, Dayton, Ohio; Women Employed, Chicago, Ill; and Women Organized for Employment, San Francisco, Calif.

Expected outcomes of the Career Counseling Project are: (1) the stimulation of positive attitudes toward career planning and an assertive approach to occupational mobility on the part of women clerical workers; (2) the promotion of an increased awareness among corporate, union and educational leadership of the problems, needs, and aspirations of women clerical workers; (3) the adoption by working women's groups in other cities of the career and educational counseling program; and (4) the expansion of the seminar programs to include other industries in which large numbers of clerical workers are employed.

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National Manpower Institute
Washington, D.C.

The need for non-traditional counseling for non-traditional learners is now widely recognized. Since the early 1970's, there has been a rapid growth in the number and type of community based counseling services for people no longer in school or college. These include educational brokering programs supported by the Fund, Talent Search and Educational Opportunity programs funded by the Office of Education and learners advisement services in public libraries. While proven effective in linking barriers with resources, some of these programs face financial difficulties. In 1978, the first federal grants were made to States to "establish, expand and operate Educational Information Centers." There is a need for better communication and collaboration among providers of educational counseling at the community level. There is an opportunity to use the new Federal/State Educational Information Centers Program (EIC) as a way to develop networking among providers and support for them.

The National Center for Educational Brokering was established in January 1976 to foster the expansion and improvement of programs providing adults with educational/occupational advisement, assessment and advocacy. The activities of the Center are in three areas: (1) information collection, analysis and dissemination; (2) technical assistance to counselors, managers and planners concerned with educational information for adults; and (3) policy analyses and assistance to public officials at the state and federal levels.

The Fund grant in 1978-79 enables the National Center for Educational Brokering to plan and conduct a national invitational conference on information and counseling. It co-sponsored such a conference in 1978 for adult learners. This year's conference is also co-sponsored and planned by the College Board, the Education Commission of the States, The Association of Computer Based Systems for Career Information and three regional associations of educational opportunity personnel. It is scheduled to be in Denver on February 14-16, 1979. Participants include people engaged in local counseling services, state planners of educational and occupational information programs, federal programs and policy officials and researchers concerned with adult development, transitions and learning.

The principal outcome aimed for is improved and extended counseling support for all adults and especially those who benefit least from education and occupational opportunities. To achieve that broad objective the conference has the following specific aims: (1) to increase understanding of adult counseling needs and effective methods; (2) to increase communication among providers and between providers and state/federal planners; (3) to define an integrating role for the new Educational Information Centers Program; and (4) to collaborate in considering how educational and occupational information programs might be dealt with in federal and state legislation.

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National Student Educational Fund
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Today the need for more and better information is more acute than ever because of the increasing diversity in students' backgrounds, goals, academic options, and financial situations, not to mention the spiraling costs of attending college, the uncertainty of employment after graduation and the competition among postsecondary institutions for the student market. Most information about postsecondary education is made available to students by institutions and traditional information agencies. This information is often incomplete, untimely, subjective in nature or just not available. On many campuses, students are responding to this communication problem by producing publications and audio-visual presentations about financial aid, general "survival," academic evaluations and health care, to name a few. Their efforts have gone unrecognized for years.

Last year, to identify, recognize and share exemplary student-produced informational materials, the National Student Educational Fund conducted a nation-wide competition, the Better Information Project: Prizes in Education, 330 publications and audio-visual presentations depicting a variety of college opportunities and experiences were submitted. These entries were well-planned and researched. A Final Report was written which contains the Project's findings and a "how to" section for those students planning or improving information projects, and a directory of all the entries submitted.

This year, the National Student Educational Fund is once again conducting the Better Information Project: Prizes in Education and a national competition with a few modifications. As with last year's project, an extensive promotional campaign is being launched for the contest. Entries must be postmarked no later than February 1, 1979. They will be judged by a panel of twenty professionals and students on their content, quality, style, and the campus information need they address. Each of the twelve winners will be awarded $500 which may be used to help any projected or current student project on his or her campus. NSEF will also offer a Mini-Grant Program for contest entrants. $500 in grant money will be awarded to selected applicants to aid in refining or expanding their Better Information entry or to develop a new information project. The prizes and mini-grant funds have been contributed by a variety of educational associations and individuals. NSEF shares entries through the IDEAS newsletter. To expand research activities, NSEF is surveying students and administrators to learn what both groups think about the impact of student information projects on institutional policies and programs.

Three major outcomes of the project will be: 1) More people involved in postsecondary education will recognize the pivotal role of better information in the interests of students, 2) Students will become more aware of the need for conducting careful needs assessments, producing effective materials, and evaluating their efforts meaningfully, 3) Institutions, agencies, planners, and information specialists will study and learn from exemplary student-produced materials, and where feasible, adopt elements from those materials, which will improve the content, style and format of their own publications.

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The University of Nebraska
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The quality of teaching and learning implies responsibilities on the part of both students and faculty. The essence of this project is that students hold an important and heretofore ignored key to the improvement of teaching and learning. If we can help students become more analytical observers of their own learning reactions, they can not only assume more responsibility for the quality of their learning, but they can improve the quality of teaching through monitoring their learning reactions to various teaching strategies, through becoming more knowledgeable consumers of education, and through becoming more competent evaluators of teaching effectiveness.

This project brings students and faculty together in a shared concern for the improvement of teaching and learning. A 3-credit-hour course in Learning Analysis (LA) offers students at the University of Nebraska at Omaha, the University of Nebraska-Lincoln, Chadron State College, Kearney State College, College of Saint Mary, and Doane College--all in Nebraska, the opportunity to experience learning under alternative methods of instruction. Faculty members who are outstanding practitioners of various learning strategies, e.g., Keller Plan, audio-tutorial, discussion method, media-oriented classes, etc., prepare a learning unit in their own discipline for presentation to freshmen. Together, students and teachers explore the teaching-learning process--students becoming more aware of the activity of learning, and faculty becoming more sensitive to student reactions.

Desired student outcomes from LA include knowledge of one's preferred learning strategies and the teaching-learning environments in which these strategies are optimally used, development of information-seeking skills for choosing courses and alternate learning strategies for use in non-preferred situations, experience with a variety of teaching methods, and introductory knowledge about the psychology of learning and four other disciplines.

A second feature of this project calls for the development of Student Learning Scales (SLS). Ultimately, the test of teaching lies in the effectiveness of learning. The SLS asks students to evaluate learning rather than teaching. The course on Learning Analysis provides an especially rich resource for the development of the SLS, which are intended to supplement present student ratings of teacher performance.

Pilot studies of the SLS identify student learning reactions in ten domains important to faculty and students in higher education: factual and concept learning, analytic thinking, synthetic thinking, academic skill development, social learning, liberal learning, content relevancy, appropriateness of teaching method, enthusiasm for learning, and individualization. Refinement of the SLS, initial norming, cross-validation, and some small scale studies of construct validation are outcomes anticipated on the SLS for the coming year.

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University of Nebraska
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The Program for the Advancement of College Teaching of Science (PACTS) program permits tenured college chemistry and physics professors to devote sabbatical "renewal" leaves to intensive studies in pedagogy. Such leaves are not now endorsed by many postsecondary institutions, nor are they funded by agencies supporting organized faculty development programs. PACTS takes advantage of ongoing activities in chemistry and physics at the University of Nebraska-Lincoln (UN-L).

With UN-L acting as a host institution, major financial support of visitors comes from their home institution's salary; comprehensive financial support of other leave activities including relocation, is provided. Each of four visitors per semester (1979-82) undertakes an individually designed schedule of formal study in pedagogy; completes one major project; and participates in both the Teaching Assistant Training Program (chemistry) and the Development of Reasoning Workshop (physics). Optional participation in other ongoing activities is encouraged. Each participant completes whatever graduate level coursework in education is best suited to her/his individual needs and interests and has the opportunity for supported visits to other campuses for the purpose of first-hand exposure to innovative learning programs. The major project is expected to be one (or several) lesson/s or package/s of supporting materials designed using whatever medium seems most appropriate. The participants, also have the opportunity to learn the clinic process as applied to the "coaching" of teaching assistants (chemistry) and to facilitating small group interactions during Piagetian learning cycles (physics). The comprehensive facilities of a modern university are available. Central to this program's activities is an evaluation scheme which requires a participant's home institution to compare the institutional benefits derived from his leave with those of a traditional leave. This requires that each home institution identify a pair of teachers for purposes of comparison.

Primary outcomes of this Fund project will include: the development of models for faculty development leaves in teaching; a unique evaluation which will force institutions to compare the benefits derived from research leaves with those derived from pedagogy leaves; the likely acceptance of a successful model by comprehensive funding agencies leading to future support of pedagogy leave programs and, thereby, redress of an existing inequity between teaching and research in postsecondary education; and the demonstration of a new delivery system for introducing pedagogical notions to content faculty. Secondary outcomes include: the personal growth of the visitors; the benefits provided to their home institutions; the benefits derived by the host institution; and the products of the individual projects, ones likely to be incorporated into existing instructional activities at both the home and host institutions.

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New England College
Henniker, New Hampshire

The increasing size and changing nature of the older adult population in America poses significant challenges to the postsecondary educational community. Institutions geared to the presumed needs of a population of 18-22 year olds are simply not structured for effective service to other populations, particularly those at the opposite end of the age scale. As a small (@1400), private college, New England College is aware of the need to broaden the base of students it can serve effectively. We must achieve this broader base in ways which maintain and strengthen the academic program offered the traditional undergraduate student.

The PIONEERS Program is in its second year of Fund support. Fall 1978 is the third semester in which standard academic courses have been structured in two-week, independent units (modularized). Undergraduates take the full modularized courses for credit, PIONEERS may take individual modules or the full courses. Room and board on campus are offered to enable non-local people to participate. For fall 1978 eight courses are offered in the modularized format. More than eighty older Americans are registered, approximately thirty as commuters and 50 as residential participants. It is the college's intention to expand the project to other colleges, beginning Fall 1979.

We expect the PIONEERS Project to improve the quality of our curriculum. The integration of experienced, mature individuals into the classroom setting should result in higher levels of discussion and student participation, greater faculty motivation, and a consequent overall improvement in the quality of work accomplished. We expect intergenerational communication to be a resource for elders, helping them remain active, mentally alert, and receptive to new ideas. We expect the undergraduates to develop more realistic, more positive concepts of aging and old age. We fully expect the project to be replicated at other institutions by the end of the period of Fund support.

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The North Central University Center
Sioux Falls, South Dakota

Many American adults are without effective access to continuing education, especially in rural areas. Often, traditional postsecondary institutions are of limited utility to working adults; educational services in much of the postsecondary community are still implicitly for the young. In South Dakota, over 60% of high school graduates never enroll in four-year academic institutions; yet, there are no public community colleges. In Sioux Falls, the state's largest city, there is no public college. State resources for postsecondary expansion are severely limited; the emphasis is on economy. The obligation and the opportunity for Sioux Falls' private institutions to help meet adult and vocational educational needs is arrestingly clear.

The North Central University Center is a federation of private institutions (Augustana College, Sioux Falls College and The North American Baptist Seminary) established to permit more effective joint use of resources and to launch new educational services. The Center has opened a new, responsive, vocationally-oriented community college, offering diverse services to the area.

In the first year of a two-year program, the new community college is recruiting and training 25 non-professionals as adjunct teachers. Over 200 community leaders are participating in demonstrations of the community college as a new kind of responsive, innovative, alternative institution to help meet local needs. Groups of community experts are helping design and improve curricula and internship experiences. COM/ED, the non-credit division, is recruiting and training 10 subject specialists as teachers, expanding training in allied health fields to 21 area health facilities and developing plans for cooperative marketing systems with the public school adult education agency. Plans are being developed for a comprehensive counseling center and for a system of related suburban minicolleges.

Anticipated outcomes: locally, new adults and vocational educational systems will be established without tax support; workable systems for cooperation will be developed for the entire local postsecondary community; thousands of adults will have access to types of education formerly not available to them. Nationally, the project may demonstrate a means toward substantial contributions in vocational and adult education by many private institutions who are not now actively involved, at little or no cost in public funds.

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Northeastern University
Boston, Massachusetts

In September 1975, a complex, highly innovative program was initiated at Northeastern University to identify, train, and move more women into management and professional positions in business. The approach involved encouraging employers to include generic competencies as well as traditional credentials among their criteria for hiring and promotion. The program was developed in collaboration with ten major corporations. During that period new job-related academic programs were designed, a new competence assessment model created, and a new model of job analysis developed. However, highly experimental and productive projects need creative strategies for institutionalization and dissemination. If the full benefits of these substantive achievements are to reach a large number of women and to be utilized independently by a wide professional audience, a concentrated effort is required to perfect the models and design delivery systems that are institutionally viable and cost effective. This is the necessary second phase of an innovative program--one in which program components are systemized, program impact broadened and program concepts entrenched both inside the University and with the employer community.

The activities involve six programmatic efforts: 1) outreach to a broad segment of adult women and to additional organizations, 2) a selection/assessment model for admission to the program, 3) an employer training model for the conveying of the Project's rationale and instruments, 4) a job market analysis for the purpose of identifying opportunity areas, 5) a core curriculum of management courses, and, 6) a placement model for women trained for high opportunity areas. In addition to the program models, processes for institutionalizing a complex and innovative project into ongoing systems are being developed and implemented.

The expected outcome is to bring the concepts, instruments and women of Northeastern Women's Career Programs into the mainstream of organizational recruitment and career development practices by involving a cross section of University resources and employers in the development of practical delivery systems. In so doing, the Project not only will have developed a cost-effective system for bringing women into "exempt" positions on an ongoing basis, but also will have identified guidelines for institutionalizing a Project which deals with the complexities of social change.

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Northern Arizona University
Flagstaff, Arizona

There are nine Indian Reservations located in Northern Arizona. The Tribes who occupy these Reservations are interested in developing effective resource management and planning programs in order to make optimal use of their resources. Presently, many of the Native Americans working as planners on the Reservations have little, if any, formal training in planning and resource management.

The purpose of this project is to offer resource management and planning courses at the postsecondary level on the Reservations. The classes are free and when successfully completed by the participants, provide college credit at Northern Arizona University. To the greatest extent possible, the courses are being taught by Native Americans with degrees and experience in resource management and planning. Moreover, the courses are applicable toward an undergraduate degree in Planning or Geography through the Geography Department at Northern Arizona University.

The intended outcomes are: 1) provide a bi-lingual University planning and resource management program for Native Americans; 2) offer planning and resource management courses on the Reservations on a regular basis; 3) develop effective educational techniques for teaching planning and resource management skills to those who will work in the Native American cultural milieu; 4) towards a regular Northern Arizona University program being offered entirely on the Reservations.

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Northern Rockies Consortium for Higher Education
Logan, Utah

The parallel movements of instructional development and faculty development to date have had impact upon few of the institutions of higher education in the four state region of Utah, Idaho, Montana and Wyoming. Institutions in this region share similar problems, ranging from the rural isolated nature of many of the schools to the special needs of energy-impacted areas to the scant population and resource base. From a survey taken in October 1977, a recognized need for instructional development activities among faculty has emerged. In addition, only one-fourth of these schools presently provide inservice faculty training to promote effective teaching and an even smaller proportion (21%) report that mechanisms presently exist for exchanging personnel and expertise among institutions.

The Northern Rockies Consortium for Higher Education builds from an existing consortium arrangement and uses a small staff to involve a group of thirteen schools in a widening scope of instructional improvement activities. Four resource schools help provide technical assistance to nine designated pilot schools. Each institution commits the half-time services of one faculty member to instructional development activities on their own campus. Following training in a consortium workshop, this Institutional Representive works with the Academic Vice President and other faculty to develop a specific plan of activities for the particular school. Consortium resources are then matched with those desired in the plan. Activities include the conducting of faculty workshops, exchange of consultant expertise, intensive course development, and the visits of faculty to other consortium projects. All activities are directed toward the four established consortium goals: instructional development, faculty development, institutional development and inter-institutional exchange.

This project anticipates the improvement of the quality of instruction at participating schools, the development of a regional resources directory and an increased level of inter-institutional exchange throughout the four state region. While the approach taken by the consortium contains nothing which has not been attempted by other consortia elsewhere, what is unique is the application of this strategy in a relatively isolated region where the need is so great.

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Northwest Community College
Nome, Alaska

The Eskimo Village Learning Center Project is designed to provide cost-effective post-secondary education to Natives in the remote villages of the Arctic. Learning Center operations accomodate the subsistence hunting and fishing patterns and offer alternatives in terms of pace and method. This delivery system addresses the educational problem of different learning styles and skills and the social problem of a rapidly changing lifestyle. The programs that are urgently needed at this time are (1) teacher education so that Native teachers teach Native children, (2) business and clerical training for employment on Village Councils and Native Corporations, (3) building construction and maintenance, and (4) health programs.

Project personnel spend almost full time in the villages to establish learning centers. Their tasks are to train and supervise learning center instructors, counsel and advise students on personal growth and career education, and develop courses and materials that are appropriate to the Eskimo community. Efforts are coordinated with instructors and other agencies in the Bering Strait Region.

Specific objectives are (1) to increase educational opportunity for working adults, mothers and fathers of large families, and high-risk students, (2) improve basic skills which prepare Natives for employment, and (3) decrease attrition rate among these first-generation college people. Other anticipated outcomes are (1) attitude changes about learning, employment, and self-concept which can be translated into action as effective and productive members of their own society, (2) prevention and reduction of alcohol abuse, and (3) development of an instructional model which provides more education for less money.

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Northwestern University
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Through the years, most graduate schools of music in American colleges and universities have maintained traditional curricula based on musical formats of European conservatories and on designs of other academic disciplines within their institutions. Both influences present curriculum requirements that tend to be rigid, with formally structured courses and didactic teaching approaches. These traditional structures fail to provide learning environments for the optimum development of each music student, since all of the students proceed through the same courses at the same rate and with the same method of assimilating knowledge. In the performing arts, perhaps more than in other disciplines -- talents, attitudes and rates of development tendencies vary. In music it is not enough to "know about" the prerequisite skills for composing, performing, and teaching; demonstration of musical competence should be the primary criterion for professional evaluation and certification. Personalized instruction, independence, self-direction and flexible time schedules should be essential elements in music teaching/learning paradigms. Traditional curricular designs do not allow for this flexibility.

The Northwestern University School of Music has been the first major performing arts school in the United States to initiate a graduate curriculum based on a competency model. Of all the options available, this appears to be the most compatible with the performing arts. The FIPSE grant will enable the School to adopt an intensive two-year project to facilitate the implementation of this curriculum. The project will comprise three major activities: (1) An extensive development program to assist faculty in refining skills and gaining further insights into innovative instructional techniques, competency evaluation, and the use of instructional media; (2) Design of a wider range of instructional options and assessment strategies than presently exist in the School of Music curriculum; and (3) Establishment of a network of field-centered apprenticeships and clinical experiences in community centers to enable students to develop competencies in real-life environments. Through this project, the School of Music hopes to work closely with the community to create a comprehensive program that will help prepare competent performers, scholars, and teachers able to function successfully in real life situations.

By working to fulfill these objectives and providing an environment for meaningful interaction between members of campus and community groups, we expect our "curriculum improvement" project to have a very broad impact. Not only will the results of these efforts have a positive effect on the University and the surrounding communities (including the city of Chicago), but they will also help other performing arts training institutions interested in adopting non-traditional course and curriculum designs.

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Oregon State System of Higher Education
Monmouth, Oregon

This project focuses on two interrelated problems which have significantly influenced higher education. One problem is how to provide faculty with technical assistance on their instruction. A second problem is how to measure the effects of instructional development activities, since there is a dearth of credible and practical indicators of course-based student growth. This project, therefore, is an effort to implement an instructional development model which makes the creation of techniques for assessing student learning an integral part of its process.

The two project staff members are working primarily with faculty at Portland State University, and secondarily at three other state schools. They are working with individual faculty, from a variety of disciplines, to gain practical experience with the development and application of techniques for obtaining systematic information on student learning. As the various techniques are refined, they are integrated into our instructional development activities. The latter are largely group activities, focusing on faculty who are teaching multiple sections of courses. In this way any possible stigma from seeking assistance is eliminated.

Two tangible products will be available for dissemination outside of Oregon. One will be a complete description of the instructional development model, enabling others to duplicate those features potentially useful on their campuses. The second will be a manual describing the measurement procedures, instruments, and results from our assessments of student learning.

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Oregon State University
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The College of Liberal Arts (CLA) within Oregon State University (OSU) is facing declining credit hour production, a sharp decrease in departmental majors, increasing tenure ratios, concern over student evaluation of instruction, and lack of disciplinary graduate programs in a research oriented university. These are just some of the contributing factors relating to CLA's need for a vigorous professional development program.

The basic hypothesis underlying our proposal is that faculty members from within a complex institution with no special administrative title or responsibilities can be effective in facilitating the improved performance of their colleagues. Our plan is to train five faculty members to serve in a developmental capacity for a three-year period. Team members will be selected in the Fall from faculty applicants by the three training deans (see below), based on the recommendations of a faculty screening committee, and will receive a one-course-per-term reduction in teaching load for a period of three years. Their training will occupy two terms (quarters) during which they will serve one term on a rotating internship with three Deans (Deans of Research, Undergraduate Studies, and College of Liberal Arts) and one term focusing on such topics as: additional instructional alternatives; cognitive styles and learning; psychology of adult development; and the relationship between governance, reward systems, and instruction. Following this training period, the team will go to "the field" to make their skills available to their colleagues on a confidential basis. Confidentiality and evaluation will be made compatible by the use of anonymous but documented case histories. A second team will begin training in the third year of the program.

The long-range goal of the program described here is to increase the effectiveness with which the faculty perform their obligations of instruction and scholarship. We will demonstrate an increase in scholarly activity by the usual indicators of scholarship. Improvement in instruction will be demonstrated by an assessment of teaching effectiveness according to a student rating scale and a two-fold method of observing increases in student learning. Specifically, standard achievement measures and student self-report learning assessment forms will be used. A special evaluation model (CIPP--Context, Input, Process, and Product) will guide the overall assessment efforts. Generalizability to other similar institutions appears reasonable for the peer development concept and the use of the CIPP model, while the student self-report learning assessment forms seem generalizable to institutions of any size.

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University of Oregon
Eugene, Oregon

The career information system that provides high-quality, localized, information to people is no longer a dream. Oregon has developed a successful, cooperative approach that delivers information directly to students and agency clients throughout the state by means of computers and other delivery modes. This inter-agency approach is now being adopted by other states. However, providing technical assistance to others wishing to replicate the Oregon model without degrading the services for which Oregon users are paying has become a formidable task.

The first year of the two-year project involves Fund financial support in three important CIS implementation steps:

1. Identify local resources and support for a system;
2. Set up a state organization; and
3. Develop staff to implement a system.

Technical assistance will be improved by the following specific project activities:

1. Better helping states interested in implementing a statewide system through the first organizational and planning stages by responding more fully to their needs for assistance;
2. Assisting at least five new states in actual implementation of a system of career information;
3. Developing better materials and techniques for training new staff in new state systems of career information;
4. Developing an institution-like approach to training that utilizes experienced staff from existing states as well as other expects;
5. Involving the newly formed Association of Computer Based Systems for Career Information in disseminating the concept; and
6. Laying an organizational foundation so that technical assistance and training services can be provided without permanent outside financial support.

To accomplish these objectives the project activities include conducting introductory workshops in selected areas of the country, developing support materials for the state committees that are implementing systems of career information, and writing training materials that will improve and extend staff training.

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PACE Institute, Inc.
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National statistics on recidivism indicate that 80% of all ex-offenders return to jail within 60 days of release. A major cause for this situation is the lack of significant job or career options for ex-offenders.

There are three major, interrelated reasons why ex-offenders have problems finding and retaining jobs: 1) inmates lack the skills necessary to "sell" themselves in the job market; 2) personnel directors who evaluate ex-offenders for jobs lack the necessary knowledge to make an accurate assessment of an inmate's competencies; and 3) top managers of business and industry are not amenable to hiring ex-offenders. In response, PACE Institute, Inc., a private, not-for-profit educational institution housed inside the Cook County Jail, Chicago, Illinois, felt the need for a more sophisticated approach to educating and placing offenders in the urban business community.

With a one-year grant from the FUND, PACE intends to train a minimum of 325 inmates and to involve 50 personnel representatives in placing the inmates in jobs. The personnel representatives will participate with inmates in four mini-courses at the jail. The courses will be geared toward improving inmates' skills in oral and written communication, cooperation on-the-job, how to resolve conflicts at work, how to plan for a career, and how to make positive and productive decisions--skills that are important to being a successful employee. In addition, PACE is utilizing Slow Scan Televideo technology which will allow for two-way communication between inmates housed on jail tiers and other personnel representatives in their business offices.

Evaluation of project effectiveness will be carried out in four stages: 1) Case studies performed by an independent evaluator to measure through pre- and post tests, improved skills on the parts of both the inmates and personnel directors; 2) Competency testing stressing the acquisition of particular skills related to job attainment and retention; 3) Structured Interviews to measure attitudinal changes among inmates and personnel representatives; and 4) Documentation of project outcomes which will include a descriptive report on the project, job placements, use of SSTV, and a cost benefit analysis of the project's accomplishments.

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Pacific Lutheran University
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Students and faculty alike share a sense of disillusionment and frustration over the apparent inability of citizens to influence the decisions of public and private institutions. Furthermore, from the perspective of students, a liberal arts education appears no longer to be a passport to meaningful and lucrative careers, while at the same time potential employers or decision makers perceive college graduates to be poorly equipped with practical skills. Typical students at Pacific Lutheran University, although inclined toward human services, tend to be somewhat sheltered and are not opened to the role of more effective public participation through textbook-lecture-discussion approaches. Fragmented departmental structures inhibit cooperative approaches on the part of social scientists and impede effective faculty development efforts. Although student employability remains a high priority, there is a need for more appropriate measures for assessing the value of liberal education by broader criteria.

The Division of Social Sciences is carrying on a three-year demonstration program at the completion of which students will be able to demonstrate increased intellectual, affective and skill capabilities; the intent is for them to participate more effectively as change agents in decision-making roles within organizations or institutions, as employees, volunteers, or as citizens.

A range of activities are being used to achieve these goals. While the strategies are largely processes, they are closely allied with the substantive issues confronted in being productive citizens. Faculty-student research teams examine ways the university can increase learning effectiveness. Cooperative planning within and between university departments and divisions will increase opportunities for learning activities beyond disciplinary boundaries. Students and faculty work together in field settings studying such wide ranging issues as child abuse, historic preservation, desert ecology and history, and wife battering. Such approaches enhance student and faculty awareness of the integrative nature of social problem solving and analysis. A number of student-faculty study groups including those on human rights, family policy, non-western and comparative areas, and experiential education operate within a newly formed Center for the Study of Public Policy which gives focus to project goals. Academic integration of graduate, teacher education and continuing education programs form additional activity components of the project.

Outcomes over a three-year period will include: Graduates in social sciences will be better prepared for decision-making roles in public and organizational environments. They will assess their liberal arts education as providing them with lifelong, life-fulfilling ends as well as importance to high employability. Faculty will be more capable of cross disciplinary applications in public policy decision making, both professionally and in teaching. Better university planning and programming will be achieved through evaluation and action-research of curricular and administrative structures.

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Paideia
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Most faculty development efforts to date have been piecemeal in their design and scattered in their effects. Moreover, few such efforts have been tied directly to the problem of student learning. Yet faculty hold the key to this learning insofar as they decide what, why, when, and how to teach students. Work with faculty, however, shows that they tend to be weak in

a. articulating either the epistemological or the pedagogical bases for their teaching;
b. awareness of the important research findings of the past twenty-five years pertaining to the intellectual-emotional-social-ethical development of students, and to the existence of individual differences in learning among students;
c. readiness to or sophistication in applying, modifying, and developing different teaching methods and strategies.

We are confronting this problem situation by introducing and implementing a new model for faculty development which is intimately tied to student development. We are working directly with faculty and students in specific classroom and advising situations with the aim of improving student cognitive-affective functioning. Faculty in six institutions (New College of California, U.C. Berkeley, East Texas State University, Slippery Rock State College in Pennsylvania, Ohio Wesleyan, and S.U.N.Y. at Stoney Brook) are working with the two project directors and trained liaison faculty persons in a collaborative effort directly focused on inquiring into and making sense of observable patterns in the ways in which students go about their learning tasks.

We expect that the faculty working with us on this project will learn to see for themselves the vast differences that exist among students in the ways they go about learning and making sense of the world. Their sharpened awareness of student differences and their enhanced understanding of the meaning and importance of these differences will, in turn, lead them to make significant changes in the ways they design and run their classrooms, in the use they make of their advising-counseling relationships with students, and in what, when, why, and how they teach.

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Pennsylvania State College Educational Services Trust Fund
Harrisburg, Pennsylvania

A major concern of the Pennsylvania state colleges and university is retrenchment and reallocation of faculty. A survey prepared by the Commonwealth Department of Education indicates enrollments at post-secondary institutions will decline over the next nine years. Retraining efforts aimed at promoting internal transfers are limited due to declining enrollments and lack of new areas for programmatic growth. A broad solution is needed to deal with the serious employment problem which has not yet been addressed by post-secondary education.

The Pennsylvania State College Educational Services Trust Fund, organized jointly by the Commonwealth of Pennsylvania and the Association of Pennsylvania State College and University Faculties (the faculty union which represents 5,000 faculty/staff on the fourteen state owned campuses), supports a wide variety of programs designed to improve teaching, promote professional development, and develop cooperative programs in public higher education.

This project addresses the problems of faculty layoffs, faculty without tenure, and faculty seeking mid-career transition. It provides a career development clearinghouse which offers job search skill building, counseling, and placement services to faculty members seeking alternative careers. This clearinghouse is designed to stimulate interaction between higher education and the employment sector which will enable faculty members trained in education and the humanities to obtain meaningful employment outside of academia. Through a series of training workshops, faculty will learn job identification skills, career planning and networking, and will receive follow-up counseling and placement support on an individual basis.

The project seeks to create a meaningful job "crossover" process for faculty which will effect a smooth alternative career transition. It is hoped this project will serve as a model which can be replicated in other states and regions.

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Pikeville College
Pikeville, Kentucky

The Pikeville College Center for Continuing Education proposes to establish three Satellite Centers in Pike County in rural eastern Kentucky as an outreach of its present program. The Center seeks to serve people not presently served by Pikeville College, in locations isolated by steep mountains and poor roads.

Pikeville College has traditionally been service-oriented, established in 1889 by the Presbyterian Church and the only four-year institution within 125 mile radius. The college has trained teachers, accountants, secretarial aides, and mining technicians as well as prepared students in the liberal arts area.

The Center for Continuing Education was established in July, 1976 to carry out the community service function of the College with funds from the Edna McConnell Clark Foundation of New York. In its two-year history the Center has served over 2,500 persons with non-credit programs and seminars from puppetry to GED (General Education Development) preparation classes.

The specific objective of the Satellite Centers project is to make education accessible to those persons not presently served by postsecondary institutions. Since the people of eastern Kentucky have a fear of education and are more concerned with day-to-day survival, the initial program of courses to be offered in the three centers will be high interest, non-credit, recreational, and self-improvement classes. If education is to touch these people's lives, it must be immediately accessible and non-threatening, have direct applicability to their basic needs for living, and, above all, be a personally satisfying and self-enhancing experience.

Local coordinators will assist the Center for Continuing Education personnel with a needs survey in the communities served by each Satellite Center and assist Center personnel in forming local advisory committees, securing facilities for classes, and so on. Courses such as cake decorating, bookkeeping for small businesses, photography, and children's art as well as developmental courses like basic reading and writing and GED (General Education Development) preparation are examples of probable offerings.

The advisory councils maintain local control of the programs and provide the vehicle for an ongoing needs assessment so that the program is responsive to community needs. The Center for Continuing Education can offer special topics seminars for specific groups in addition to the course offerings.

We hope the Satellite Center concept will break down the barriers to education that currently exist in the isolated sections of eastern Kentucky and that the Center for Continuing Education and the faculty of Pikeville College will be able to work together to establish credit classes in these communities by way of correspondence courses, independent study, and outreach classes.

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Polytechnic Institute of New York
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A large percentage of minority women students in post-secondary education attend two year colleges, and enroll in business-oriented vocational programs at these colleges. Few of tnese minorty students eventually obtain professional degrees which would enable them to compete for top management jobs. At New York City Community College of the City University of New York, the single largest concentration of minority women students occurs in business and commerce programs. Many of these women express vocational aspirations which include becoming a business woman, lawyer, manager, or C.P.A. For these minority women, attendance at a two year college, and enrollment in a vocational program at that college, reflects an inappropriate choice in terms of their vocational aspirations.

The effects of sex role stereotyping, and of a possible tracking system in higher education, may be seen in the small numbers of women, and particularly of minority women, who do obtain professional jobs as managers. In 1974, 10% of all Master's degrees in Management were awarded to women, and only 18% of all management jobs were held by women. Of this 18%, only 6% were held by black women.

The Minority Women in Management program is designed to enhance the participation of minority women in management careers by establishing a cooperative program involving two very different institutions of higher learning. In the first year, faculty and counseling staff at both institutions will identify a group of qualified minority women, enrolled in business and commerce programs, whose aspirations seem unlikely to be fulfilled by an A.A.S. degree. Psychological and educational supports, - including personal and vocational counseling, peer counseling, an orientation to careers in management, and courses in mathematics and social science, - will be available to these women to enable them to decide whether or not they wish to pursue a career in management. At the end of the first year, approximately 45 women will transfer into a combined Social Sciences and Management degree program at Polytechnic. In this program, a M.S. in Management can be completed within three years.

Expected long range outcomes of this program are 1) to increase the participation of Afro-american, Spanish-surnamed, and Oriental women in management careers, and 2) to correct for inappropriate educational and vocational choices which have arisen due to sex role stereotyping and the tracking of minority and poorer women students in post-secondary education.

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University of Portland
Portland, Oregon

Following a national trend in Nursing the State of Oregon is presently developing a plan to prepare nurses at two levels.... The Associate degree for practical nurses and the Baccalaureate degree for registered nurses. As a result, associate degree and diploma prepared nurses are attempting to obtain a Bachelor of Science in Nursing (B.S.N.). However, in Oregon, where most of the population lives in rural areas and small towns, Registered Nurses are geographically isolated from Universities offering B.S.N. degrees.

Southwest Oregon is one area where nurses have acutely identified the problem of obtaining a Baccalaureate Nursing degree. Nurses, hospitals and community colleges in the town of Roseburg are working with the University of Portland School of Nursing to provide the nursing courses necessary for a degree; in a flexible, part-time manner, using independent study modules.

The School of Nursing at the University of Portland, an independent four year liberal arts university, with four professional schools, is attempting to satisfy this educational need of nurses through a three-phase program for 3 years.

During the current year, for phase I of the project, the University plans to counsel with R.N. learners to assist them in completing liberal arts courses required before beginning the nursing courses. While R.N.s complete these courses, the University nursing faculty are refining nursing course independent study modules to meet the learning needs of southwest Oregon nurses. For phases II and III, during years two and three of this project, the University nursing faculty will use independent study modules to teach nursing courses in southwest Oregon. Groups of twelve to twenty nurses will complete necessary nursing studies to earn the B.S.N.

Through the sharing of resources between health service agencies and community colleges in southwestern Oregon and the University of Portland School of Nursing, R.N.s will have access to professional as well as liberal arts courses in their home area. Completion of this project will result in: 1) an increase in the number of B.S.N. prepared nurses in an educationally geographically isolated area of Oregon; through use of a flexible, part-time independent study program of nursing; 2) use and evaluation of an innovative model for education of the R.N. learner at the baccalaureate level; and, 3) testing of methods and materials which will assist nursing faculty to increase their effectiveness in implementing educational programs for adults.

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Projects for Educational Development
Cleveland, Ohio

The ability of collegiate institutions to meet educational goals, particularly in teaching and learning, is largely a function of the skills academic chairpersons possess for translating goals into departmental objectives, getting faculty to work toward achieving them, and allocating resources appropriately to support goal-directed activities. The role of the chair is critical because postsecondary institutions are power-diffused rather than power-centralized models of organization. Divisions and departments are the basic units of academic activity, a fact which students of higher education are beginning to emphasize. Chairpersons arbitrate whether and how the work of academia gets done. As academic institutions seek to respond creatively to the myriad of challenges facing them -- none more pressing than dwindling fiscal resources -- they must have chairpersons who are effective managers. Ironically, chairpersons are seldom trained or provided with systematic opportunities for professional development as administrators.

This two-year Fellowship program, jointly funded for 1978-79 by the Fund, the Ohio Board of Regents, and the Cleveland Foundation, is designed as a first step in filling that void in Ohio, particularly among institutions in the northeast region of the state. It is a pilot project to demonstrate the feasibility and utility of offering department chairpersons practical administrative training on a continuing basis. The program is open to forty chairpersons on nomination by their deans. Preference in selecting Fellows is accorded to those in cases where a dean has nominated at least three chairpersons for participation. First year activities include 1) the definition and implementation of a department development project by each Fellow in collaboration with his/her dean; 2) a series of eight workshops plus a three-day statewide conference, each of which focuses on the resolution of common administrative problems; 3) a minimum of two days of individualized, on-campus consultation for each Fellow relating to the implementation and assessment of his/her development project; 4) the collection of training materials for a publishable administrative development manual; and 5) the definition by Fellows of on-campus workshops for their colleagues, to be run during the 1979-80 program year.

The long-run aim of the program is that colleges and universities in Ohio individually or collaboratively will establish permanent professional development programs for chairpersons. Specifically, the program hopes that at least eight northern Ohio institutions will make such commitments. The short-run goal is to provide an excellent training and development experience for each Fellow, an experience which results in more efficient and effective departmental management, as the Fellow, his/her faculty and dean define those qualities. The program also seeks to foster the development of an on-going network of chairpersons in the region and to publish and disseminate broadly a useful administrative development manual.

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Queens College, CUNY
Flushing, New York

Dealing with underpreparedness has become dangerously institutionalized. No longer restricted to students regularly classified as "remedial," underpreparedness at Queens College drains substantial amounts of money to improve the basic skills of the majority of entering students, all of whom require high school averages over 80 to be admitted. However, not only is the cost high, but there is a dilution of a strong liberal arts education and a decrease in student and faculty moral.

Personal costs to the student are irrecoverable. A majority of our students delay taking elective liberal arts courses until they have acquired considerable verbal mastery or bypass them entirely. Distinguished scholars have fewer opportunities to teach courses in their specialties as the need for lower-level courses competes for available budget dollars. In these ways, the vitality of the entire college community is sapped.

Because Queens is a commuter college, we have a special opportunity. Our project proposes to reverse the trend at the college by improving the writing and reading of a pilot group of Queens County freshmen before they enter. For too long, colleges have not been active in working with secondary schools because they lacked a relationship of trust with the high schools. At Queens, we are optimistic that this is no longer true. Using our county-wide high-school and college association, Common Concerns of English Educators, we are collaborating with colleagues at four representative feeder high schools -- Flushing, Grover Cleveland, John Adams, and John Bowne -- to prepare their students as skilled writers and readers before they graduate.

First, we are studying together how to adapt our introductory college English syllabus for use in the high schools and how to adjust our college courses to fit the improved preparation of entering students. Second, in collaborative weekly workshops, we are preparing a seminal group of high-school and college educators ready to teach this curriculum. Third, we are establishing working models of programs that distribute the English teacher's burden in responding to increased writing by students: writing/reading laboratories; team teaching; improved classroom logistics based on accomplishment rather than on error.

The expected outcomes of this two-year project are: 1) the development of a three-year articulated curriculum in writing and reading to bridge Grades 11, 12 and two semesters of the freshman English course; 2) a daily working relationship between the college and the high schools; and 3) a reduction in the number of college remedial sections in writing and reading. 4) A long range study will follow the college careers of participating students, describing the courses they choose and the grades they achieve while at Queens or other CUNY colleges.

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Red Cloud Productions, Inc.
Cambridge, Massachusetts

It is becoming a maxim of modern life that the world we live in is changing so rapidly and becoming so complex that we as individuals feel less and less mastery over it. And not only are many Americans ill-equipped to deal with change of such proportions -- many in fact are not equipped to "function compently" in today's world. This is particularly the case for women, whose education, skills and support systems have not always kept pace with the new options, problems and roles they are confronted with. Simply, many Americans-- especially women -- are in need of upgrading their "life management" skills. It is the problem we are addressing with a televions series called HOW TO BE EFFECTIVE.

HOW TO BE EFFECTIVE is a proposed televison series designed to bring tested educational tools and skills together with the live experience of real women -- to create for a national adult viewing audience an opportunity to learn how to bring about change and improvement in their own lives.

RED CLOUD PRODUCTIONS, Inc. is a nonprofit independent production company located in Boston, MA. Red Cloud is developing a number of innovative television series, among them The Stanton Project which is a series of dramas on women in American history and JOAN ROBINSON: One Woman's Story, a documentary series chronicling the last years of a dying woman's life. HOW TO BE EFFECTIVE is Red Cloud's third major production.

The production of HOW TO BE EFFECTIVE is designed to take place in two phases over two years. The Fund is supporting both phases. In the first phase a skilled moderator is brought together with a diversified core group of six to eight women over a ten-week period. They concentrate together on learning the five basic steps of one life managment skill: planning. Each woman then goes out into her own life and applies what she has learned. Both the group sessions and the documentary "life stories" are taped.

In the second year, the programs are edited and a workbook component is designed. The package will then be evaluated and distributed.

At the end of the two year period, a 5-part series of half-hour programs will be completed. The programs will be offered to the Public Broadcasting Service for broadcast, to regional cable systems and to educational film distributors.
It is expected that through this network of broadcasters and distributors, the first five programs of HOW TO BE EFFECTIVE will reach a broad national audience and will provide a pilot on which a viable 13-week series can be based.

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University of Rhode Island
Kingston, Rhode Island

Nationwide concern about general education in undergraduate curricula has clearly been growing, a concern prompted by dissatisfaction with current programs in this nation's post-secondary institutions. At the University of Rhode Island, a state university of approximately fourteen thousand students, an Ad Hoc Committee on General Education in the College of Arts and Sciences has been working on a new plan for general education since 1974. In the course of its deliberations, the Committee agreed that a sound general education program should seek to provide all graduates with those skills needed to function well in society and to continue learning throughout life. The Committee identified broadly defined generic skills as essential. These skills include: (1) the ability to communicate effectively, orally and in writing; (2) the ability to think critically and analytically; (3) the ability to understand and deal with quantitative data beyond elementary arithmetic; and (4) the ability to learn through aesthetic and expressive modes. The Committee recommended that new courses drawing on the resources and personnel of several disciplines be designed specifically to facilitate the acquisition and improvement of these generic skills. Faculty subcommittees were formed to design and teach these skills-development courses on an experimental basis.

Concurrent with its launching of the skills curriculum, the Committee proposed that the current general education program in the College be restructured and renamed the Basic Liberal Studies Program. This program sets forth a divisional distribution system wherein students will be exposed to major forms of intellectual endeavors, especially in the arts and humanities, and to established content-oriented general education courses intended to give a sense of the organization of knowledge.

The project supported by the Fund aims at implementing these proposals. In this way it seeks a transformation of a general education program based on rather narrow content-oriented courses to one which balances integrative content courses with transdisciplinary courses focusing on skill development.

This is the first year of a two year renewable grant. The project allows the College to offer, evaluate and refine three transdisciplinary skills courses already designed--an Analytical Thinking Skills course, a College Communication course and an Experiencing the Arts course--and to design, develop and evaluate a Quantitative Thinking Skills course. In addition, faculty, in workshops, will design new content-oriented courses, or modify existing courses, to conform to the new program.

The expected outcomes of the project will be: (1) the incorporation of the four skills courses and the new content-oriented courses into the College curriculum; (2) the reallocation of instructional resources so that faculty teaching the skills courses consider the assignment as part of their normal load; (3) the establishment of a system for continuing review of the Basic Liberal Studies Program; (4) the dissemination of information to other institutions on the products and process of these efforts.

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Rockland Community College
Suffern, New York

The College of Public Service is part of Rockland Community College's continued efforts to develop community based, experiential programs that effectively integrate the liberal arts and career education.

It also responds to the need for greater participation by informed citizens in the political process, and for expanded avenues of communication between the college and the community.

This is the second of three years. Thirty students are enrolled in a program that has been developed by a team of eleven faculty and administrators. The core of this curriculum is the practicum, which requires 12-15 hours/week of work in the students' particular areas of interest. Students are serving as interns with volunteer counseling services, the county legislature, and town and county planning boards.

Instructional support for the practicum includes an interdisciplinary, modular, liberal arts course and a seminar. The liberal arts course, which includes History, Intercultural Awareness, Math, Political Science and Philosophy, Science, Sociology/Psychology, and Morals and Esthetics, explores the history, technical applications, ethical considerations and intercultural implications of each discipline in relation to public service.

In the seminar, students share field experiences and learn to assess and document their learning in portfolios.

Students also participate in the Public Forum, planning on and off-campus events of interest to students, community organizations, and those presently employed in public service. A conference on the International Dimensions of Public Service is being planned for the Spring. In addition, students are working on research projects for local government agencies such as the Office of the Aging. The Research Institute responsible for these projects is a cooperative college-county effort.

Each student is working closely with a mentor and is actively involved in planning his or her own second year of instruction.

The College of Public Service will present an educational alternative for students who wish to work independently in a highly individualized program combining liberal arts and job-ready skills.

It will also provide opportunities for faculty to develop their skills as mentors and advisors and encourage them to develop further innovations in instruction.

In addition, The College of Public Service will pool the human and institutional resources of the college and the community for their mutual benefit.

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Saint Mary College
Leavenworth, Kansas

Kansas City, Kansas is the hub of the most populous two-county area in Kansas, Johnson and Wyandotte counties. The center city with a population of 168,214 is educationally served by two junior colleges: one public (Kansas City Kansas Community College) and one private (Donnelly College). There is no post-secondary institution in Wyandotte County to provide educational opportunity beyond the associate level, especially for part-time, working adult students who do not have means or mobility.

In 1974, Donnelly College, located in the inner city, and Saint Mary College, located in adjacent Leavenworth County, inaugurated a cooperative junior-senior college program on the Donnelly campus. The Saint Mary at Donnelly 2+2 Program combines the resources of both colleges to make a baccalaureate degree program available in Kansas City, Kansas. Baccalaureate level majors in business administration, accounting and public affairs are now being offered. The cooperative agreement features: offering Saint Mary upper-level degree programs on the Donnelly campus, accepting Donnelly lower-level courses to satisfy requirements in the major, planning curriculum cooperatively, sharing faculty, and admitting students to the upper-level program with a minimum of 55 transferable semester hours.

The initial success of the Saint Mary at Donnelly 2+2 Program, which now serves over 100 students and has produced 50 graduates, underscores the need to strengthen the program. This project is designed to meet the following objectives: (a) strengthening administrative services, especially for planning, curriculum development, program visibility, student recruitment, budget management, and inter-institutional coordination; (b) strengthening academic services by evaluating, broadening and enriching course offerings, recruiting a strong key faculty, in-service development of faculty, expansion of library and learning resources; (c) strengthening student services by establishing service centers and staffing for admissions, counseling and financial aid, academic advising, and career counseling and placement; and strengthening the enrollment base through increased program visibility and outreach to potential students underserved by the program. During the first year of the project, the 2+2 Program is being strengthened by adding a full-time director and staff assistance in admissions, financial aid, recruitment, career education and counseling; conducting faculty and staff workshops to acquire techniques in teaching and advising urban adult students; and establishing a small core 2+2 staff on the Donnelly campus to provide access and visibility to the program.

The project will help firmly establish an especially designed senior college opportunity which meets the needs of a substantial population of working adults in Kansas City, Kansas. The 2+2 Program will serve as a model of cooperative junior-senior college articulation and planning that meets the needs of non-traditional transfer students in an urban setting.

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San Diego State University-Imperial Valley
Calexico, California

The Imperial Valley, on the Mexican border in the remotest regions of southeastern California, is abundant in agricultural resources but poverty stricken in educational opportunities. There is one community college and a tiny (400 student) two-year upper level branch campus of San Diego State University serving an area of almost 10,000 square miles. Until recently the campus has remained essentially a teachers' college. It now is expanding its mission to begin to meet other pressing educational needs as well. Looming large among these is the need for more career-oriented programs. The unemployment rate in the Imperial Valley is 24% (July, 1978). Yet most of the new jobs which open up are filled by people brought in from other areas because, despite the large pool of unskilled agricultural workers, there is a real scarcity of trained people who can fill the new technical and managerial positions which are now increasingly available.

SDSU/IV's Institute for Small Business Management in the Border Area will address this need by (1) developing and planning credit-bearing business administration programs which will prepare graduates for jobs in small business along the border (2) setting up a program of continuing education for local business people which will upgrade their skills and keep them abreast of new developments.

The first year of this three-year project will be devoted to assessing the specific ways in which the Institute can contribute to the development and vitality of border-area business and presenting workshops, seminars, short courses on topics which are needed. Expert faculty for these courses will be recruited from the Imperial Valley and from elsewhere in Southern California and Arizona. In addition, the Institue will sponsor regular credit-bearing courses of study -- Certificate Programs at first -- and will develop a proposal for a business degree program designed specifically for the Imperial Valley Campus.

We expect that as a result of the Institute's existence a pool of local people will be created with the skills necessary to move into management positions which are now going to people from other parts of the country. In addition the skills and knowledge of the border-area business community will be upgraded, and hence their chances for success enhansed in this economically depressed area.

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Seattle University
Seattle, Washington

In 1974, Seattle University (enrollment: 3700) and Seattle Preparatory School established Matteo Ricci College as their response to a need for: (1) secondary and postsecondary schools to create more cooperative, efficient programs; (2) new liberal learning curricula which focus on the student's holistic personal development; and (3) institutional climates and mechanisms which bring University faculty to learn new methods and assume new educational roles.

Matteo Ricci College is a coeducational, six year program which begins with the traditional freshman year of high school and concludes with the granting of a B.A. degree by Seattle University. The first three years, MRC-I, occur on the Seattle Prep campus; the second three years, MRC-II, occur at Seattle University. MRC's enrollment, through five years, is now 700 students.

A major goal of the University faculty in the project's third year is the successful piloting of the newly-designed MRC-II curriculum. Fully coordinated with MRC-I, this new curriculum emphasizes the systematic development of fundamental learning skills in varied, increasingly sophisticated and values-oriented subject matter contexts. The sequenced three year "core" includes paralleling, highly integrated courses in reasoning and rhetoric, comparative modes of inquiry, the composition of language and the arts, experiential approaches to local social-political-economic problems, cultural transformations, theological and philosophical perspectives on Man, the human impact of science and technology, and sixth year values-focusing seminars. The core is supported by courses in specific disciplines and an area of concentration.

Most MRC-II required courses are team-designed and team-taught by faculty who work closely with the five member Curriculum Development Committee, the MRC-I faculty, and the team of faculty and peer advisers. Frequent training workshops and all-faculty conferences focus on improving program integration and evaluation; designing writing skills development components for all MRC courses; and writing course descriptions which pinpoint learning skills objectives and means. At present, 40 Seattle University faculty are involved in the design and implementation of MRC-II. Another 40 faculty teach in MRC-I.

Transferable elements of the MRC model include: the structural and curricular integration of the secondary and post-secondary experiences, resulting in a time-shortened B.A. degree and increased cost effectiveness to students and taxpayers; a variety of specific program components such as our curriculum-wide writing skills development effort and our peer advising system; and a concrete means of changing faculty attitudes and practices within a traditional university setting.

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Seton Hall University
Newark, New Jersey

The Women and the Law television servies consists of fifteen programs on selected aspects of the law which particularly impact women. The series provides:

A. Availability to each institution of postsecondary education of a complete new course and materials on the subject of Women and the Law.

B. A cost-effective method of curriculum enrichment.

C. Utilization by all learners of the expertise of leading attorneys and professors from across the country.

Among the video programs included in the series are Historical Overview, Equal Rights Amendment, Title VII, Correctional Justice, Rape, Juvenile Justice, Marriage, Divorce and Credit.

With this 1978 Grant, the entire series is revised and updated to include recent Supreme Court cases and emerging issues such as the "Battered Wife". New Programming includes "Sexual Harassment - Employment/Education" and "Women and Public Benefits - Legal/Social Rights". An expanded Teacher's Guide and suggested educational activities are also included.

Since the inception of the Women and the Law video series, more than 1100 videotapes have been sent to educational institutions, libraries, organizations, and associations for their use in classrooms, workshops, Women's Conferences, CCTV and Cable Television throughout the United States. It is anticipated that the interest will continue to increase in this important subject area, and with the expanding use of video technology in education, the Women and the Law series will have an even greater dissemination in the immediate future.

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Siena Heights College
Adrian, Michigan

Siena Heights College is in the final year of a three-year project, "Up Against the Eighties," designed to integrate institutional, instructional and personal development. The project deals with the development needs of a small college in these three areas, taking precautions to maintain the intellectual vitality and fiscal viability of the college as a learning community.

Like many small private colleges with little or no endowment, Siena is trying to cope with institutional factors which, if left unattended, can be obstacles to its effectiveness as an institution of higher learning: 1) A large number of adjunct faculty employed both to enrich its academic programs and to keep the expanding personnel costs at a manageable level. and 2) Personal development needs of the faculty which frequently are not in concert with the institutional goals and missions of the college.

The first year of the project was primarily a research and development year. The major activities related to needs assessment and the development of projects to interface the adjunct faculty group with the rest of the college community and to acquaint the various constituencies of the college with principles from the behavioral sciences which can be employed to improve organizational effectiveness. The second year of the project continues these activities and adds 1) a seminar for Siena faculty dealing with the principles of organizational development: 2) a faculty exchange program with six institutions characterized by one or more efforts of educational innovation; 3) a program in which visiting graduate students will teach and participate with full-time faculty in experience aimed at developing capacities in teaching; 4) a program in which the college will jointly hire with community organizations faculty resource persons; and 5) expand the part-time faculty institute aimed at enabling the part-time faculty to group the essential principles of educational psychology, to explore some philosophies to teaching, and to provide some practical hints as to teaching techniques.

The project seeks to produce a model for small colleges to create a flexible organization for both influencing and coping with changing requirements in higher education. As a result of the project, specific professional development activities will be a matter of contractual obligation for the Siena faculty; faculty development opportunities of the immediate region will be catalogued; all adjunct faculty will be more effective college teachers and feel a greater commitment to higher education and the mission and goals of Siena; and there will be a greater sense of community among all the Siena personnel and a consensus about institutional priorities.

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Simon's Rock Early College
Great Barrington, Massachusetts

Simon's Rock is a four-year coeducational liberal arts college for 240 students who have completed two or more years of secondary school. Most entering students are 16 or 17 years of age. For the past five years, an Office of Evaluation has been engaged in the study of incoming students and of some of the factors that underlie successful academic and social adjustment at an early college. Based upon those findings and our own experiences teaching, advising and serving in residence with our students, we have become convinced of the value of a developmental perspective for the design of curricular and extra-curricular experiences. Issues of intellectual, moral and ego development have been the subject of discussion in campus groups concerned with curriculum development, residence programming, admissions and the quality of campus life. As new ideas about curriculum and program changes have emerged, so too has the need for new and more detailed information about the developmental levels of our students.

We are currently assessing cognitive, moral and ego development by: 1) testing all incoming freshmen (Fall 1978) on the Loevinger measure of ego development Watson-Glazer measure of critical thinking, a Piaget measure (ADAPT), Warren intellectual growth measure, and 2) a two-hour interview with each of 50 freshmen which will include some of the structured moral dilemmas of Kohlberg, a set of questions to stimulate discussion on the nature of knowledge to assess Perry's stages of cognitive development, questions, designed by Gilligan concerning the concept of the self, and questions aimed at the student's own perceptions of the catalytic events in his recent past that have changed the way he thinks about himself or others.

Follow-up interviews will allow us to evaluate developmental shifts as a result of our current curriculum and to assess the impact of any changes in the curriculum suggested by our findings. A series of faculty workshops on developmental theory and assessment will allow faculty members to evaluate for themselves how a developmental perspective can improve their teaching. Modifications in existing curricular and cocurricular activities will be suggested and implemented where appropriate. Cooperative data-sharing relationships have been established with other institutions to facilitate evaluation and dissemination of outcomes.

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Sinclair Community College
Dayton, Ohio

The stereotype of learning as a product only of classroom and campus rituals is at the crux of the problem addressed by the Greater Dayton Consortium for Lifelong Learners. Because of this popular wisdom, adult students trained experientially tend to depreciate their competence and learning. The diminished self-concept of many adults, as learners, acts as a significant barrier to the unusual opportunities afforded by institutionalized post-secondary education in Ohio. In addition, adult learners frequently are unfamiliar with the breadth and depth of post-secondary options available to them.

The Greater Dayton Consortium for Lifelong Learners is attempting to address this need in the community of Dayton, Ohio in its first year of operation. The Consortium is coordinated by Sinclair Community College and includes an educational broker and private, public, religious, and human service institutions and agencies interested in the human development of their constituents.

The delivery system includes Sinclair Community College's assessment program interfaced with the services of the Dayton-Miami Valley Consortium's Educational Opportunity Center, acting in a brokerage relationship. Tuition-free educational services are provided to some 150 non-traditional adults who are constituents of the agencies and firms participating in the Consortium. The target group enrolls in an existing three credit hour course, Portfolio Development. The course is conducted on-site or at a convenient location to constituents of Consortium organizations, and its focus is on the description and documentation of prior learning in a portfolio within a life/career planning context. The College provides portfolio resource faculty persons and a Student Guide at no expense. Assessment is provided, for those students who elect it, by Sinclair Community College's cadre of over 100 faculty-assessors. The Educational Opportunity Center then clarifies opportunities for continued study as one dimension of the life/career planning process.

The expected outcomes of the Greater Dayton Consortium for Lifelong Learners are as follows: 1) the heightening of the target group's self-concept as learners; 2) the articulation of college-equivalent learning into credit hours; 3) the consciousness-raising of the target group regarding life/career planning; and 4) the enhancement of awareness of the target group as to area post-secondary educational opportunities.

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Society for Values in Higher Education
New Haven, Connecticut

There is widespread concern that the quality of American education is declining. Lower scores on standardized college entrance exams, the widely publicized "grade inflation", the increase in remedial writing courses in institutions of higher learning have all led to this assessment. Another symptom of the malaise is that the value of a college degree is being questioned more and more, especially in terms of career futures. These are highly visible issues and ones which are presently being pursued in the Project on General Education Models (GEM).

Project GEM is a three-year project involving 12 to 16 diverse colleges and universities in a quest for the renewal of general education. Each participant institution has appointed a task force made up of two administrators (one in academic affairs and one in student affairs), five to seven faculty members from various disciplines, and three to five students. The Project assists and supports the work of the task forces in a variety of ways such as assembling resources on topics relevant to general education; sponsoring workshops and conferences for the task forces; holding meetings for representatives from the task forces to allow members to share their experiences with one another; providing consultants who can assist the member institutions in reviewing or revising their general education programs; and involving participant institutions in a national network of academic leaders in general education reform.

By nature of its design, GEM is an action project intended to stimulate changes in curricula and related areas. It supports its several institutions in the process of planning and implementing changes in their general education programs. Most participant institutions were at least in the beginning stages of reviewing or revising their general education programs at the time of their entry into the Project. The Project, then, serves as a facilitator in their efforts to improve as well as institutionalize better general education models.

GEM is characterized by its emphasis on outcomes. In essence, the institutions are expected to focus on student outcomes as a result of their entire educational experience and to determine the characteristics which ideally are to be cultivated in students. Some timely issues are being addressed, such as: What kind of knowledge is most valuable and what are the uses of liberal learning in terms of a career?; How can students learn to become conscious of their own values and to critically analyze them and their expression in behavior?; Does general education mean the same thing to a 45-year-old as it does to an 18-year-old? By confronting these and other issues, GEM aids the institutions in their search for more coherent educational models.

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Solidaridad Humana
New York, New York

The Bureau of the Census has projected that by 1990 the hispanic population of the United States will be the largest minority group in the country. A great deal of public attention has been drawn to the educational problems of hispanics at the elementary and secondary levels. Bilingual education is a growing phenomenon. For hundreds of thousands in New York, however, it is too little, too late. Within the hispanic community large percentages of persons dropped out of school and large numbers of young people today immigrate to the United States and never even enter elementary and secondary school. Their educational needs are severe and diverse and they seek opportunities in a time of growing fiscal conservatism and bureaucratic confusion. Solidaridad Humana seeks to address the educational and vocational needs of this population by redirecting and adapting existing resources and coordinating their efforts through a community-based learning center.

In the first year of the planned three year project Solidaridad Humana will be developing and expanding its relationship with the various cooperating institutions. Its educational and vocational programs are offered in conjunction with three different programs of the New York City Board of Education, three colleges of the City University of New York and one college of the State University of New York. All have been designed for a Spanish dominant population and the program with each institution is distinctly different.

In addition, Solidaridad Humana will develop further its comprehensive approach to the needs of the hispanic population it serves. The educational needs of the hispanic community are diverse including: literacy and basic education in Spanish; secondary level education; English as a Second Language development; vocational training which recognizes native language abilities; and bilingual postsecondary education preparation and study. In Solidaridad Humana's comprehensive approach all of these needs are met at one center which means that the needs of virtually anyone who comes can be addressed at least in the beginning stages. Students develop a strong base upon which they can advance in more traditional settings, and take advantage of a wider range of opportunities.

Since Solidaridad Humana's administration has largely been a volunteer effort, the first year will see a substantial organizational development of the program and concept. It will seek to develop its cooperative relationships with other institutions to expand resources and subsequently to expand the number of people it serves. In addition, Solidaridad Humana will experiment with an educational contract system in an attempt to help students more effectively focus on and realize achieveable educational and vocational goals.

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Over the past decade universities and colleges have launched numerous programs designed to: (1) reformulate undergraduate education: and (2) better serve their communities. These efforts have led to the proliferation of small scattered, uncoordinated and often shortlived and expensive projects which seldom yielded maximum benefits to the community. Many "service" programs were entirely student run or operated by special institutes and separate from the normal business of academic departments, many of which neither benefited from nor contributed to the institution's urban mission.

USC's Joint Educational Project was started in 1972 in an attempt to find a more effective and economical way to maximize assistance to the low income, minority community through educational programs. JEP has formed an enduring partnership between the university and nearby schools. Each semester over 1,100 students from 28 departments receive credit for field assignments in schools as part of regular course work. They team teach mini-courses; serve as tutors and Pals to children needing special attention; aid teachers, nurses counselors; work with parents and pre-schoolers; and also develop and test new programs such as the Dental Hygiene Department's Tooth Tutoring Project.

Because JEP has the confidence of the community schools and parents, it can use that base from which to bring about changes within the university. The three-year project to integrate experiential education into academic coursework focuses on two areas of study--on the Spanish Department, and on courses related to health professions. Spanish language students (from many major fields of study) combine the learning of language skills with practice in the Spanish-speaking community directly related to career or other personal interests. Departmental curriculum is being augmented by "mini-lectures" which concern skills and vocabulary needed to work in the community. The health component is interdisciplinary (and often also bilingual), involving pre-health-profession students from courses in psychology, speech communication, physical education, sociology, and other departments. New courses are being created to include experiential education related to pre-health-profession curricula.

Program outcomes will include materials used in the community and in the university classrooms, as well as guides to the way the curriculum changes were made. In its third year, the project will focus on activities related to evaluating, revising, documenting, and creating "packages" for other institutions to use in developing similar programs. Students will have more options for health or Spanish volunteer assignments in four adults programs as well as in programs with students in this year. Integration in Los Angeles public schools is also offering new opportunities for university students to give service and gain a reality based education.

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The Freshman Writing Program at USC has an instructional staff made up almost entirely of graduate students appointed as teaching assistants. We share with many large universities the problem of training these instructors before they begin to teach, and we have a few special problems of our own. The TAs come from a wide range of disciplines. For 1978-79 about half are from English and the rest are from Linguistics, Speech, Comparative Literature, Slavic, Classics, Cinema, Professional Writing, German, Religion, Philosophy, and Business. Few, even those from English and Linguistics, have much of an idea of how to go about teaching writing. We cannot require them to take a training course prior to appointment as a TA because since we are a private university most of our graduate students, and particularly those in the Humanities, cannot afford even a semester of graduate work without the TAship. Furthermore, the Freshman Writing Program is a new, flexibly-paced program; it combines classroom workshops with Lab assignments and students may complete it in from one to three semesters. All our instructors need training in the kind of classroom management needed for such a course.

Our FIPSE grant is for an 18-month project to develop a training program to meet these problems. The heart of the program is an intensive series of seminars that takes place in the first two weeks of September, from Labor Day to the start of Fall classes. The seminars begin with topics in rhetorical theory, then move through topics in applied linguistics to discussion of specific issues in curricular organization, tour of the Lab and review of its resources, and group practice in the evaluation of student essays. We have attempted to alleviate the difficulties of condensation by sending out reading lists well in advance and requiring that they be read by Sept. 5. Staff for the seminars includes professors of rhetoric, of English, and of applied linguistics, a specialist for non-native speakers, and selected senior TAs who serve as coaches, guides, and friends to the new TAs throughout the semester. The intensive two-week series is supplemented by workshops twice a week through the Fall semester, some required and some voluntary, ranging in subject from additional topics in rhetoric to open problem-solving sessions. The FIPSE grant is to assist us in mounting the intensive series twice--in September 1978 and September 1979--, in evaluating the program the first time ourselves and the second time with outside evaluators as well, and in mounting a small dissemination conference after our experience of two trials.

The expected outcomes are a significant improvement in the preparation and hence the performance of our graduate student teaching assistants and the development of a model for intensive training programs that may be adapted at institutions in circumstances similar to ours.

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University of Southern Mississippi
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The Education Almanac for 1976 reported an overriding concern for the unique problems in the educating of disadvantaged students: "Not only have many language...(deficient) students been subjected to segregated education, low teacher expectations, cultural incompatibility with dominant culture oriented curricula, and the educational neglect experienced by minority children in general, many also face a unique and equally severe form of discrimination which results from lack of proficiency in the language of instruction." By "language of instruction" in America we mean Standard English. Effective Standard English skills would dramatically improve teacher expectations, eliminate curricular incompatibility, and make educational neglect impossible. Standard English skill is basic to instruction at any level.

At the University of Southern Mississippi special attempts to reach out among disadvantaged students have been severely inhibited by incompetencies in Standard English. Even those culturally disadvantaged students who have developed writing skills generate low teacher expectations and do poorly because they do not have effective oral language skills. Other universities that have been surveyed report similar problems where similar conditions and student populations exist.

Project Access is examining the effect of concentrated language skill training on a group of marginal admission college students. The project devotes a year's work and eighteen semester hours credit to making students able to present themselves and their work with college level competency. Programs of sentence combining, pattern practice, oral diction drill, Reader's theatre, and human relations training as well as some traditional writing, reading, listening, and speaking improvement techniques are condensed into a concentrated period devoted to equipping students with all the communication skills relevant to college success.

The students in the research sample have been matched to a control group sample in the regular student population to which they are being compared before and after the program and throughout their college careers.

A successful pilot program for twenty-five students warranted refunding for three times that many freshmen for two years. By the third year of operation, language skill development preparatory to college work should be available to any student who wants or needs it and the program will be wholly supported by the University. We are especially excited about our ability to improve the educational and career success potential of linguistically disadvantaged students who are capable of doing college work.

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Southern Regional Education Board
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All colleges and universities evaluate their faculty members, formally or informally, as a basis for making personnel decisions and/or identifying areas needing improvement. A survey of colleges and universities in fourteen Southern states and case studies at representative institutions have shown that current practices in faculty evaluation often are carried out in an unsystematic manner and frequently lack credibility with faculty. Seldom is a connection made between evaluation and improvement of faculty, especially in the area of instruction. The Southern Regional Education Board (SREB), as a public interstate agency providing research and information services to a fourteen state region, conducts a variety of action programs and projects relating to colleges in the South. In response to institutional and governmental concern over the need for improving faculty evaluation, and based on SREB's interest in more effective evaluation as a means of improving programs, personnel, and instruction, this project is assisting some thirty institutions to plan, design, and implement more systematic, comprehensive and equitable faculty evaluation procedures.

During the past year, a publication describing the findings of the regional study and discussing a number of approaches to faculty evaluation was distributed to all institutions in the region. Two regional conferences were used to disseminate findings and recommendations to stimulate broader interest in improving evaluation. Thirty institutions were selected from some sixty applicants to participate in the demonstration phase of the project. These thirty represent various types of public and private institutions, and include five predominantly Black schools, two women's colleges, one technical college, and a comprehensive health science center. Each institution has designated a team of faculty and administrators to guide the development of new approaches to evaluation. The teams are attending a series of three workshops where they are assisted in examining their current systems, and in designing new or revised procedures suitable to the needs of each particular campus. Between these semi-annual workshops, the project provides consultants to assist the work on campus. A three-member evaluation team is conducting an overall assessment of the project and its activities, as well as looking for specific impact on the campuses involved.

By the end of this two-year project, it is expected that most of the thirty schools will be prepared to implement new procedures for evaluating faculty, reflecting a more balanced approach for making personnel decisions and for stimulating faculty improvement. Although the greatest impact will be felt by the participating schools, the new knowledge generated about exemplary evaluation systems will be made available throughout the region and nation. The underlying assumption of the project is that improved evaluation leads to improved faculty and instruction, resulting in better student learning.

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Spelman College
Atlanta, Georgia

Women and minorities are grossly underrepresented in scientific and health professional careers. These groups tend to give limited performance in science due to a variety of socio-cultural factors. Spelman College is a liberal arts college for women with a predominantly Black student enrollment of approximately 1300. Its students face double barriers in considering a scientific, health or engineering career. Although Spelman students are enrolling in science and engineering majors in increasing numbers, the attrition rate from these majors is high because of the lack of success in mathematics. This low rate of success is related to mathematical deficiencies, a high degree of mathematics anxiety and negative attitudes toward mathematics.

The College is instituting a comprehensive mathematics instructional model in order to address the mathematics learning problems facing the minority women at Spelman who aspire to scientific, engineering and health careers. The two-year project involves both an academic and a counseling component. The academic component is a multi-entry level model focusing on precalculus mathematics. On the basis of test results, students enter the mathematics sequence at levels consistent with their mathematical preparation. A variety of instructional techniques are used including mini-lectures and individualized instruction. A highly supportive laboratory supplements the classroom experiences. Students visit the laboratory in order to take competency-based tests, use tutorial resources on the computer, and receive general assistance. The project utilizes supplementary instructional modules prepared by a team of mathematics instructors assisted by science faculty. The modules incorporate material designed to improve quantitative skills for scientific problem-solving.

A counselor assisted by mathematics instructors provides a strong counseling component. Group sessions are designed to help students overcome the fear of mathematics and the fear of failure. Special sessions emphasize the development of study skills which enhance mathematics learning.

It is expected that this project will enable the minority women students to overcome mathematical deficiencies, relate mathematical skills to scientific studies and careers, gain confidence, and to complete majors which depend heavily on quantitative skills and concepts.

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Standing Rock Community College
Fort Yates, North Dakota

Standing Rock is an institution which grew out of the Indian Community College Movement. The primary goal of the movement has been to locate college facilities on reservations in order to provide postsecondary education opportunities to Native Americans. A related goal is to develop a cadre of trained personnel to fill management positions vital to Tribal welfare within the various state and Federal agencies which serve the reservation. The Standing Rock Community College has sought, since its inception in 1972, to meet some of these training needs and has had limited success. One of the major inhibiting factors has been the limitations which are imposed by offering only a two-year Associate Arts degree-oriented program.

SRCC proposes to develop an upper division by developing curricula based on competencies in management, social services and pre-professional preparation. Its primary target will be residents of the Standing Rock Sioux Indian Reservation in North and South Dakota who are either currently employed but underqualified or who are seeking education to obtain such employment. Most, but not all of these students will have completed two years of college at either SRCC or elsewhere.

In the first year of its grant, planning activities will comprise a major portion of the institution's agenda: a needs assessment is currently underway which is expected to identify the competencies which such an upper division curriculum must address. In subsequent years SRCC expects to translate these competencies into materials and programs and to develop a support system with a tribal/organic management base. In the third and final year of the grant, the project expects to implement its program with the admission of thirty-six students to the upper division.

Ultimately, SRCC hopes to serve as a model for similar institutions, and the evaluation of the Project's planning and implementation phases are being prepared in the hopes that the institution's successes can be replicated elsewhere. It is also expected that students graduating from the institution will have developed special skills and competencies at the B.A. level which will not only reflect the aspirations of the students but which will also meet the long-range needs of their communities.

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College of Staten Island, CUNY
Staten Island, New York

The College of Staten Island of the City University of New York like other large open-access urban institutions recognizes the seriousness of the "drop out" or "attrition" problem. We propose to approach this problem through isolating what we believe to be the most crucial and vulnerable period in the potential drop out's academic career: the Freshman Year.

Open-access urban institutions like ours are confronted each semester with large numbers of entering freshman unprepared for college-level coursework. These students' most serious academic deficiency is in basic literacy skills. The problem is too massive to be left to the remediation specialists or English departments alone. The entire institution must redirect its attention toward preparing these students for college-level academic work.

Over the course of the next four semesters, we intend to develop, evaluate, and implement an integrated Freshman Year Program designed to improve entering students basic skills during their first semesters of academic coursework. The program will encompass four, separate, but inter-related areas: 1) curricula development: we will be developing Freshman studies seminars which will focus on general problem areas and have as a major component the production of written work; 2) coordination of instructional faculty with each other and with non-instructional faculty: we will be establishing faculty teams (seminar instructor, freshman composition instructor, and counselor) to work with freshman groups of 25-30 students; 3) student monitoring: we will be designing and instituting a faculty team monitoring and early-warning system to advise faculty, counselors, and students of potential academic problem-areas; 4) creation of a supportive student community: we will be arranging student "blocks" of 25-30 students in the expectation that such small groupings will facilitate interaction and reduce the sense of isolation and alienation so many entering students now face.

Our expected outcomes are simply stated. Through the refocusing of institutional priorities and the development of a Freshman Year Program, we hope to reduce the rate of attrition for first semester students below the current rate of 20% and reduce the percentage of students placed on probation below the current rate of 50%. The results of our institutional attention to the problems of the entering students should be replicable at other institutions, especially the larger, urban, open-access colleges and universities.

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SUNY-Binghamton
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Although various forms of computer-assisted instruction (CAI) are used by many colleges and universities, it is often difficult for one school to acquire and use programs developed at another school. The problem of the transportability of instructional programs becomes increasingly difficult as CAI becomes more complex and sophisticated. This often means that instructors who are not also computer science experts cannot acquire and use CAI materials that have been developed and proven elsewhere.

To respond to these difficulties in one curriculum area--elementary symbolic logic--this project is producing a transportable version of the computer-based logic course that was developed at Stanford University and has been used there for more than six years. Using a two-stage dissemination strategy, most of the reprogramming is being done at Stanford with selected universities, including SUNY-Binghamton, acting as converter sites. At a converter site, the program is adapted to a specific family of computers, e.g., IBM, Control Data, DEC, etc. From a converter site the program is distributed to other schools with similar computer facilities. This strategy of dissemination is designed to avoid the expense and replications of effort that otherwise would go into numerous "one-time" conversions of the program.

An important pedagogical component of the transportable logic course is an authoring facility which enables individual instructors with no prior programming experience to write their own logic lessons. The full-semester curriculum supplied with the transportable logic course can then be modified to suit an instructor's needs.

The beginning phases of the project are concerned with solving the technical problems of transporting such a large program package. The transportable version of the logic course should be in use at a number of schools in 1980-81.

One goal of this project is to provide many schools nationwide with a sophisticated computer-based course in logic which does not require a great investment in special equipment and technical personnel. The experience of this project will show that complex yet transportable instructional programs can be produced at a central site and distributed to users with a variety of computing facilities. At the same time it will give schools the chance to experiment with a semester-length course fully taught by a computer.

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SUNY-Brockport
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During the past decade our society's attention has become increasingly focused upon the problem of career selection for its citizens. Institutions of higher learning, in response to this need, are increasing their efforts to hire counselors, expand career libraries, and develop career programs and courses. By and large, such efforts are poorly integrated, involvement of faculty is limited, and there is minimal relationship with existing educational programs. In addition, the practical experiences available on any campus are generally insufficiently utilized.

The proposed Student Paraprofessional Training Program was conceived in response to the need for career development/education at Brockport, and addresses each of the shortcomings described above. Central to the program is an articulation of classroom learning and practical experiences in a manner that enhances both, and that provides students with an in-depth opportunity for career exploration and confirmation.

The proposed program is in fact six parallel programs, one in each of five instructional groupings (Fine Arts, Natural Sciences, Humanities, Social Professions and Social Sciences) and a sixth in Institutional Services (including Counseling, Residential Life, and others). A student applying in one of these areas is screened by an area committee comprised of representatives -- both faculty and students -- from each of the departments participating in that area's program. The student attends a series of four one-day workshops, then is assigned a program mentor by the area committee. The student and mentor, working within guidelines established by the area committee, develop a program for the student. The program, consisting both of academic courses and practical experiences, will extend over a period of at least three academic semesters, and will include a minimum of twelve course hours. Courses are chosen from existing College offerings, and work experience may be on or off-campus, and may be paid, voluntary, or for credit. Key to the success of the program will be the mentor, who will advise and assist the student throughout the program. At the conclusion of the program, the student is awarded a certificate of completion by the College. This certificate, together with a summary of the student's program, evaluations, and letters of recommendation from mentors and work supervisors, will then become available for the student's placement file.

The outcomes for student participants will be: 1) meaningful career exploration through a unique approach to existing work and study experiences, 2) improved skills and satisfaction in work and leadership positions on campus, 3) greater marketability of their college learning, 4) greater satisfaction with the college experience generally. The outcomes for the college will be: 1) higher quality services to the student body through better trained student employees and volunteers and, 2) opportunity for a broad range teaching and non-teaching professionals to become individually involved as mentors in the personal growth of one or more students.

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SUNY-Central Administration
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In a period of greatly reduced budgets and high tenure ratios in traditional departments and programs, many universities are finding it increasingly difficult to accommodate new and high demand initiatives without taking such drastic actions as retrenchment. A humane and possibly effective alternative is to provide opportunities for faculty in areas of low and declining enrollments to retrain in related disciplines or sub-disciplines of growing or high enrollment.

On July 1, 1978, the State University of New York (SUNY), established the SUNY Project on Faculty Retraining on a pilot basis. Since its inception the project has expanded from one linked to twelve SUNY colleges and universities in the northeastern part of New York State to a statewide project currently involving 27 campuses--3 university centers, 8 university colleges, 14 community colleges, and 2 agricultural and technical colleges. Five additional campuses have indicated an interest in taking part as the project enters it third and final year of federal funding, i.e. 1978-79.

As of September 1, 1978, the project has received 51 submissions for regular retraining grants and has funded 25. It has also received 11 applications for mini-grants of which one has been funded. Funded applicants have most frequently come from the foreign languages and history, but many other fields have been represented as well. Almost half have been or are, retraining in different subareas of their current discipline. Others are pursuing retraining with the goal of shifting partially into a new discipline. Only a handful have programs with the end goal of transferring totally into a new discipline. Thus, retraining has two thrusts of roughly equal significance: to provide a stimulus for new directions within existing disciplines, and to provide personnel on a part-time basis in related disciplines where there is an existing or perceived need. The campuses have most often been either other SUNY units or other universities in New York State. However, about 30 percent of the retrainees have gone out of state. Retrainees have varied in age from 29 to 55. The largest number have been associate professors with doctoral degrees, but a wide spectrum of educational attainments and professional levels are reflected. Duration of retraining has fallen into a range of from 3 weeks to 15 months, but with a mean average of about one semester.

The costs of retraining have been modest. In 1977-78, for instance, 16 candidates were funded at an approximate expense to the retraining project of $60,000, which includes administration. This is an average of $3,750 per candidate. In addition, there are varying indirect costs to participating institutions in such categories as sabbaticals, other leaves with pay, released time, reduced teaching loads, and tuition.

It is too early to definitively evaluate the success of retraining, as many candidates have yet to return to teaching, but the results thus far are very promising.

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SUNY-Empire State College
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The State University of New York through its many colleges and university centers has long served a widely distributed constituency with a broad range of academic and professional interests. Yet there is the need for the State University, through collaborative programs involving a number of its institutions, to develop new learning alternatives for the purpose of serving new students and meeting new demands. The use of an individualized learning strategy has been shown to be a successful mode because of the flexibility and responsiveness it provides to the student, particularly those with family and work responsibilities. Empire State is carrying out such a program successfully, serving some 4000-5000 individual students each year. The population that Empire State serves is spread throughout the state and is diverse in nature. It seems appropriate, then, to develop collaborative programs with the more traditional colleges in the State University system to serve adult learners who presently are not well-served because of logistical problems or particular educational needs. The mere presence of collaborative programs between and among individual units of a large university system is in itself a step in the direction of elaborating the University's educational mission and in serving all members of society who wish or need to further their education.

The New Learners project is an attempt to develop collaborative programs between Empire State College and three other units of the State University of New York: Alfred Agricultural and Technical College, State University College Fredonia, and State University College at New Paltz. In addition, the project also cooperates with the association of colleges of the St. Lawrence Valley, which is comprised of the State University of New York College at Potsdam and several private institutions. A faculty member who is trained in the individualized, contract mode of learning, which Empire State College has developed, is on location at each of these campuses to help students develop programs that are responsive to their needs. The programs mesh the offerings of the contract and the individual mode with the formal academic and the continuing education programs of the participating institutions. The students served by this project are not those normally enrolled in the colleges. Rather, they are students who are unable to move through the traditional curricular patterns because of logistical problems or responsibilities associated with working adults and individuals with families. The program involves joint efforts by the participating colleges and Empire State College. Faculty and administrators from both are involved in the setting up of criteria and programs, as well as in general programmatic monitoring.

The project provides to these campuses a model by which they can build their own programs to serve a diverse student population. It is expected that other campuses of State University will choose to adopt this strategy. The project, further, is an excellent testing ground for the establishment of truly cooperative and collaborative programs between and among individual units of a large State University System.

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Migrant farmworkers, because of their mobility and low socio-economic status, are among the most educationally disadvantaged populations in our country. It is estimated that 90% of migrant students drop out before completing high school, and of the small number who are eligible for postsecondary programs, most cannot afford to go. Many migrant children are not aware of attainable careers other than farm work because of their limited opportunities for advancement and weakened self-images in traditional school programs.

The Migrant Education Opportunities Program is an East Coast model project, utilizing already existing networks in the national Migrant Program, such as the computerized Migrant Student Record Transfer System, and the National Migrant State Directors Association, to serve migrant youth between the ages of 13 and 18 in the areas of career awareness, counseling and supportive services in high school and postsecondary programs.

Over a twelve-month period, project staff are (1) conducting a survey of the number and type of secondary and postsecondary migrant programs in the East Coast states, number of interstate migrant youth between the ages of 18 and 18 as identifed by the Migrant Student Record Transfer System, and local migrant programs, and resources presently serving migrant youth and those with the potential of doing so; (2) preparing and disseminating a student newsletter for mailing to each student in the school he is attending (this newsletter includes information on careers, prerequisites for these careers, schools of postsecondary programs that meet the students' needs, financial assistance, self-concept enhancers, role models, tools for assessment of interests and abilities, Department of Labor job forecasts, supportive service resources, and articles written by the students themselves); (3) establishing a one-to-one follow-up visitation system between the migrant youth and migrant program or CETA staff in the appropriate geographic area; (4) establishing easy access by the youth and others to the project's resource center, which includes relevant career, guidance and financial information; (5) assisting in the actual transition of migrant youth from high school or an equivalency program, to a postsecondary program of their choice. An important part of the project is the sensitization of guidance personnel and administrators in both secondary and postsecondary programs, to the needs of migrant youth.

The expected outcomes of the Migrant Educational Opportunities Program are to increase the number of in-school migrant high school students and those who pursue education beyond the secondary level, through intensive career awareness and supportive services. In addition, the program will provide assistance to the youth in overcoming major financial deterrents to encourage them to pursue postsecondary education.

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SUNY-New Paltz
New Paltz, New York

Although the rooted quality of rural life is characterized by a reluctance to travel far from home, record numbers of rural women are seeking educational opportunities to prepare for careers. These rural women are reentering traditionally female, service-oriented occupations in which financial reward is and will remain quite limited. Returning women have typically been educated by schools and colleges which prepared them to work as short-term, secondary earners in occupations which translate women's unpaid family service to the world of paid employment. Eight colleges, two-year and four-year, community and liberal arts, in the Mid-Hudson Valley of New York State share an appreciation of the need for making compensatory educational programs attractive and accessible to geographically isolated, home-centered women in the surrounding rural communities.

Project Second Change is a two-year educational program primarily for women residents of Dutchess, Orange and Ulster Counties who have interrupted their education for at least two years. Operating from a Project-site at the State University College at New Paltz, the program utilizes community women to coordinate the outreach programs in their rural areas; motivating radio programming; lifework planning pre-college courses offered in rural towns and taught by participating college faculty or staff and by community women; circulation of the Project Resource Directory, a listing of Project participants, offering women a resource of other women with similar interests in their own communities; mentor-internships services, including math and text anxiety clinics, vocational testing, assertiveness training and family/career counseling.

The college network consists of Marist College State University College at New Paltz, Harriman College, Orange County Community College, Mount St. Mary, Empire State, Ulster County Community College and Vassar College. Each college appointed a college Coordinator who serves on the Project's Advisory Board with project staff. The Board develops and shares information on barriers to full involvement of rural women in the colleges, learns new approaches to development of existing college offerings to meet more fully the special needs of rural women.

The Project will help eight colleges adapt to serving a new population of adult students; increase community awareness of adjustment problems and unexpected benefits families encounter in becoming dual career families; and provide emerging management/professional women in the Mid-Hudson Valley enriching, professional, collaborative experience in working with other women toward common goals.

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SUNY - Stony Brook
Stony Brook, New York

Stony Brook's analysis of the current ineffectiveness of undergraduate education was formulated in its Self-Study in terms of an eclipse of academic community: (1) a proliferation of courses that atomized the curriculum, resulting in incoherence for the students and mutual unintelligibility for the faculty; (2) an isolating withdrawal on the part of each group from normal patterns of interactions; (3) deeply-rooted student discontent with faculty performance and vice versa; and (4) an oppressively impersonal academic environment. The Stony Brook experiment addresses these problems as functions of (1) the absence of relation and interaction among the specialized courses; (2) ignorance on the part of students and faculty as to the academic expectations of the other; and (3) the lack of support, guidance and preparation for the intelligent use of freedom in a large university setting. The emphases of this reform are thus placed upon novel, integrative, bridging and advising structures.

The principal integrative thrust is introduced by federating already existing courses into decentralized, autonomous, temporary educational units with definable objectives. Each unit, composed of six courses with thematic coherence representing six different disciplines, assumes total responsibility for the education of the students in its three-semester life-span. The six faculty so assembled integrate their courses into an academic program, addressing lacunae and needed prerequisites in an additional core course which they teach together. At the conclusion of each of the programs, students may write a six-credit independent interdisciplinary project in a tutorial with two of the participant faculty, which relationship endures as an advising system.

The principal bridging mechanism is embodied in a new kind of teaching professional, the Master Learner. This person is recruited from the ranks of our tenured faculty to study for two years in an area in which (s)he is comparatively inexpert. Master Learners provide a model to students, interpret the expectations of faculty and students to each other, and provide sustained teaching evaluation to the faculty, all on the basis of presence as a student in the classes of participating teachers. The Master Learner's only teaching activity will be in a new kind of course, a Meta-Seminar. Therein no new or additional material is introduced and the attempt is made to assist the students in learning to learn, to integrate the material of the other courses and develop confidence in their own ability to think and write in non-passive, creative fashions.

As of Spring 1979, five Federated Learning Communities will be in various stages of existence. Over the next four years, eight communities will have been created, involving sixty faculty and roughly a thousand students. Faculty participation is facilitated by a cycle of differentiated responsibilities in which compensation is given for a four-semester overload commitment to undergraduate teaching in the form of reduced obligations in the fifth semester. Student participation is facilitated by incorporation of the ten programs into distribution requirements and into the structure of minors and majors.

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Stephens College
Columbia, Missouri

Many people, particularly women and minorities, have difficulty in pursuing an education resulting in practical career goals because they are unable to do the mathematical activity required of them. As a result, these persons are being deprived of job opportunities which necessitate quantitative and problem-solving skills. Documentation and research attesting to this situation is constantly growing, and society is gradually being made aware of the problems which result from mathematical avoidance and anxiety. Presently, serious attempts are being made at colleges and universities to understand and deal with this phenomenon.

Math anxiety clinics have been introduced in some schools to provide counseling support for students who avoid mathematics, or lack confidence in their mathematical abilities. The target of this type of program has been specific students, and, to date, no one has attempted to deal with the problem by sensitizing and training faculty advisers. The evidence about the enormity of math anxiety in the population would indicate that many faculty advisers also suffer from this anxiety. As advisers to students, they are transforming their own fears and stereotypes, insuring a continuation of the problem.

Stephens College, a four-year liberal arts college for women, is now ready to develop an educational environment which supports the reduction of mathematics avoidance and anxiety. Since the advising program at Stephens is very comprehensive and has a major impact on the educational environment, we hope to accomplish our goals through a faculty adviser training program.

In order to have effective faculty advisers, this program has been designed to utilize the talents and abilities of two faculty members, one from the Counseling Service and one from the Department of Mathematics. It is believed that this combination of staff from these two areas will greatly enhance the training of faculty advisers in dealing with this problem.

The first year of the project will be devoted to preparation of evaluation instruments, training project workshop leaders, acquainting the advising faculty with the project, pre-testing, and conducting pilot groups. The second year will be devoted to workshops for Stephens advising faculty, post-testing, institutionalization, and the evaluation of the program.

Stephens College anticipates that the performance of the proposed project will have an impact on the faculty, and in turn, an impact on the student body. Students will be given more positive encouragement to study mathematics where appropriate for the personal degree and career interests. The results of the project should open up a number of career options for women, once they have reduced this anxiety, as well as demonstrate the feasibility of using this type of model for training faculty advisers in the area of math avoidance and anxiety in other colleges and universities.

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Suomi College
Hancock, Michigan

Suomi College, a two year private college, was founded by Finnish immigrants in 1896, in Michigan's Upper Peninsula. Suomi College, committed to open access and equal educational opportunity, seeks to improve the teaching/learning transaction through implementing Piagetian teaching-learning strategies. Suomi College serves the nontraditional "new" student in a region of severe rural, cultural, economic and educational isolation. A strong program of faculty development is enhanced and extended by the Piaget project which addresses itself to instructional improvement to better serve the developing learner.

The second year operation of the project continues a series of instructional development activities based on a view of learning that centers on the learner, not the teacher or the material. This view of learning recognizes that knowledge is constructed by the learner as a result of interaction. Knowing, then, is apprehending meaning, and meaning derives from action by the learner.

Four concept conferences explore achievement motivation, role playing as a vehicle for decentering ideas, and reinforcement and expectation as components of motivation. Creative projects in research of teaching methodology coupled with micro teaching activities contribute to dissemination designs to be shared with other audiences. Consultants and guest speakers add to the enriched learning environment for faculty and students. The Nebraska Adapt program contributes to implementation of Piagetian principles in teaching. A Faculty Post session will provide opportunity for evaluation and final preparation of a dissemination model to be shared with other audiences. A Newsletter published four times during the year highlights project activities.

The project's expected outcomes focus strongly on change in attitudes and expectations as faculty work with the disadvantaged student. Although nontraditional curriculum innovations are best measured in nontraditional ways, sometimes highly subjective methods, "criterion reference" evaluation measures will be used to get evidence of change. Is it happening in the clssroom, and how does it help the student? The answers to these questions are expected outcomes of the project. Micro-teaching will serve to improve teaching strategies which will lead to increased student-teacher interaction. Improved student grades will provide evidence of the effectiveness of the project. Suomi faculty will exhibit a renewed commitment, enthusiasm, and interest in all learners, and will be better prepared to meet the needs of the developing learner.

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The University of Texas
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Community college staff development has not kept pace with the changing needs of our society and the needs of the adult learner. The community college open door policy, rather than alleviating unequal educational access, has discouraged far too many nontraditional students who drop out before their particular learning problems have been met. There is a critical need to develop and disseminate techniques and methods to improve the success rates of community college students.

The Staff Development Curriculum Project will develop transportable learning modules which can be used for preparatory higher education programs, for staff development, and for inservice education in order to enable community colleges to meet the educational needs of their nontraditional students. These learning modules will be disseminated and tested through a professional development consortium of 64 community colleges organized under the W. K. Kellogg Project, other consortia (including the Border Consortium), individual colleges, and professional organizations. The materials will be revisable, low cost, and attractive and will focus on participatory, experiential learning for students. While the modules may be constructed in a self-instructional format, provision will be made for group activities as part of the learning process so that interaction and feedback can occur. These competency-based instruction units will call for personal interaction with particular emphasis on tutorials and small group work.

Seven overlapping activities will be scheduled over the three-year period from October 1, 1978 to September 30, 1981. These are (1) the identification of high priority competencies; (2) the development of prototype materials and user guides; (3) the pilot testing of materials and guides; (4) the field testing of materials and guides; (5) the revision of inservice training materials and guides; (6) publication and dissemination; and (7) preparation of administrative reports.

Because there is ample evidence that most students, traditional and nontraditional, can become successful in organizational climates deliberately designed for learning, we have selected the Consortium colleges on the basis of their demonstrated commitment to improving the success rate of high-risk students. They have evinced a successful variety of instructional methods, delivery approaches, and staff skills which have made a significant difference with as many as 90 percent of their remedial students. We expect, during the proposed three-year period, to see an increase in student success in other institutions as well. We further expect this success to continue even after project termination.

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Tufts University
Medford, Massachusetts

Increasingly community involvement is a critical element of local and regional planning. Citizens participate on planning and policy review boards, special interest commissions and task forces, community and neighborhood based organizations, and consumer and jurisdictional advocacy groups. With each new form of community involvement more local citizens are called upon to participate in decisions about complex and frequently technical policy decisions. Such citizens and their community organizations look for and need increasing levels of technical information, substantive understanding, interpretive and organizational skills and models by which they may be guided in successfully presenting cases and judging consequences. The Urban Advocacy Project is aimed at fulfilling this need.

In order to assess the educational needs and interests of active citizens the Graduate Program in Urban Social and Environmental Policy at Tufts University is initiating a pilot project to conduct a needs assessment and produce case analyses of neighborhood issues faced by community organizations in the inner suburban ring of the Boston area. The project utilizes graduate students within the university program as resource people and consultants to help community citizens address local planning and policy issues and to sensitize young planning and policy professionals to the value of and techniques for working with citizen organizations.

This first year the Urban Advocacy Project is focusing on two objectives:

1) To conduct a study of urban community based organizations to determine how such groups could benefit from the resources of the university. This needs study is the basis for identifying the appropriate forms of training and the learning model to help neighborhood organizations and volunteer groups faced with problems of a physical environmental nature.

2) To develop three case analyses or planning studies of neighborhood change. Neighborhood representatives working in conjunction with student teams and a faculty advisor will serve as consultants. The outcome of the study itself will serve as an educational vehicle for the students at Tufts.

The pilot project explores ways in which university resources can become responsive to the needs of community groups undertaking efforts to revitalize, maintain, and improve their neighborhoods. An evaluation of the pilot project will help define models of effective university community interaction. The education program itself will be community centered, affording urban advocates opportunities for improving their skills and effectiveness and the quality of life in their community.

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Tuskegee Institute
Tuskegee Institute, Alabama

At Tuskegee Institute, an institution historically committed to the education of minority students, there is such diversity in students' socio-economic backgrounds that English instructors cannot assume that incoming freshmen have a common base of communications skills upon which to build. This diversity remains a problem in more advanced courses also. The goal of the writing project at this school, therefore, is to adapt instruction in two writing courses--freshman composition and technical writing--to meet the needs of the greatest possible number of students, challenging the better ones while encouraging those at the lower extreme to acquire the writing skills needed for success in other college courses.

In 1976-77 the project personnel developed and tested materials for a personalized mastery approach to the two-semester freshman composition course and a one-semester technical writing elective. These materials were designed to help students at different levels of writing ability both acquire and retain needed writing skills; the units are sequential and stress editing and summarizing as well as expository techniques and special writing assignments. Based on comments and "quibbles" from a board of reviewers and on their own experience in using the materials, the project personnel revised the units for use during the 1977-78 school year.

The project's second year activities focused on using the materials and collecting data on improvement in writing skills and on attitudinal change, in both traditionally taught and experimental writing courses. In addition, two new applications of the approach and materials were involved. First, students who had failed the freshman composition course taught by the traditional method repeated the course using the personalized approach and materials. Secondly, the materials were used at another southern school where the student population is similar to that of Tuskegee Institute.

The 1978-79 academic year is the year of evaluation. Data collected during the project's second year as well as follow-up studies on student retention of writing skills is being analyzed. Moreover, performance of students who have taken the technical writing course will be evaluated by supervisors and/or employers through the intern/co-operative programs. The data thus acquired and analyzed should yield some useful information regarding both the success and impact of the personalized materials and approach and the feasibility of adapting it to writing courses at other institutions.

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United Automobile Workers (UAW)
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Within the past twenty years there has been a dramatic increase in the number of workers retiring from the labor force. Many workers retire early under contract provisions initiated by organized labor. Most industrial workers who exit the work force do not realize the tremendous changes in life style that retirement living often brings. Even though early retirements are increasing, a majority of workers have not made concrete plans for the future and lack the basic information and the psychological orientation required to make sound decisions for retirement. Since appropriate and supportive educational and planning resources are not accessible to older workers within their local communities, this informational deficiency becomes more critical over time. The UAW realizes that without adequate preparation, psychological support and a variety of meaningful post-retirement activities, the uninformed and isolated worker may well experience severe depression and maladjustment in retirement.

The UAW Retired and Older Workers Department (an international service department) provides a comprehensive program of activities and services for over 340,000 retired members organized throughout the U.S. and Canada. Since 1957 the UAW has been involved in developing pre- and post-retirement educational programs. This new retirement planning and life enrichment project coordinates community and departmental resources into a comprehensive life cycle development model for blue collar workers. Specifically, this project is formulating a six session retirement planning program with related media forms and resource materials during the first project year and will train staff and demonstrate the program nationally during the last two years. In addition, a career development or life enrichment strategy will be researched, communicated by training and demonstrated by staff counselors to UAW members within several community settings during the second and third project years. This project addresses a specific population of older workers and targets a national cross section of more than 2,000 members for the duration of the three year project.

This project will not only produce the first national retirement planning program designed for a blue collar working population, but will also develop a method of direct service delivery and create a practical model for community utilization of educational resources. If successfully demonstrated, this retirement planning and life enrichment project will become a permanent national program offering of the UAW and regularly benefit thousands of older workers approaching their retirement years.

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The Union of Experimenting Colleges and Universities
Columbus, Ohio

The probable doubling of world population over the next 25 to 30 years along with the reality of finite resources requires major changes in our country's technology. In addition to making our technology less environmentally destructive, we need to develop alternative patterns of living and production in order to effect a rapid conversion to renewable energy and recycling. Our industrial-production system and the ways in which scientists work in the university and in industry do not always translate advanced knowledge into forms that are sufficiently simple, low cost and practical to be directly used by citizens needing to respond to newly-recognized energy and material resource limitations. The specific objective of this project is to initiate and establish an Institute for Community Science and Appropriate Technology (ICSAT) within the University Without Walls Program in its Columbus, Ohio center. It will provide an undergraduate education in applied science and technology that is appropriately scaled and oriented to address the problem summarized above. The University Without Walls/Ohio is an undergraduate program leading to a Bachelor of Arts or Bachelor of Science degree and is an alternative to traditional education -- one that attempts to integrate life and work into a learner-centered academic degree program.

Learners in the ICSAT program are involved in two basic seminars that provide an introductin to the basic issues of appropriate technology and provide an introduction into specific methods of analysis and research for appropriate technology. A resource center is available to the learners and a statewide and national network of specialists in small-scale, human-sized technologies is being developed. Special resource persons from throughout Ohio and the United States assemble in Columbus for monthly mini-conferences with the learners and with the larger community. Programs of study include, but are not limited to, the following: community planning, conservation and renewable resources; low cost, energy-efficient housing; energy conservation; environmental education and management; and solar technology.

As a result of this program students will be able to design an individualized baccalaureate program that is oriented to their interest in appropriate technology. The program will provide Ohio students with the intellectual and technical tools they need to make the transition from the present industrial civilization, which is hopelessly dependent upon hydrocarbon fuels, to a pattern of life, work, consumption, technology and agriculture that fits within a solar budget of renewable energies and a just distribution of the world's available resources. Finally, the students will become competent in establishing further programs in the larger human community that will influence society's movement toward developing more appropriate technologies.

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Vermont State Colleges
Montpelier, Vermont

For the last six years the Vermont State Colleges system has taken the first steps in developing a lifelong learning program for Vermont adults through the Community College of Vermont and the Office of External Programs' Assessment of Prior Learning services. Both adults with limited access to postsecondary education and working people seeking re-entry or mid-career change have been consistently requesting one, further extension of postsecondary education--an external baccalaureate program tailored to their special educational and personal needs. Two, problem areas prevent Vermont adults from attaining the higher education they deserve and desire: 1) A flexible baccalaureate program designed especially for adults, bound to home and work locations, does not exist in all areas of the state; 2) Many faculty in the campus based institutions have not previously been called on nor trained to act as facilitators within a flexible program designed for the "new" adult clientele.

The External Degree Program (EDP) is focused on the following solutions to the two problem areas: 1) the EDP is designed to provide the flexible time scheduling and minimal travel required by working adults. The methodology of the "learning contract" is used in order to facilitate the fit between the students on-the-job learning, cognitive style needs, time commitments and the degree program. 2) Faculty members in the participating institutions serve as "mentors" and "tutors" to students. The faculty are becoming familiar, both directly through workshop training, and indirectly through working closely with adult students, with the diversity of developmental stages and cognitive styles adult learners bring to high education.

The new EDP is designed to be an upper division program built on inter-institutional cooperative model. The EDP operates on a "resource intensive" basis which minimizes fixed overhead by utilizing the combined resources of both public and private campus-based colleges. In the first year, one private and two public institutions participated in the EDP. A representative system of governance and academic review was developed. The second year of the project continues the development of statewide policy, and emphasizes the training of faculty "mentors." The academic program is designed with development as the aim of education. The next two years of this three-year project continues the exploration of development in adults. The project individualizes learning contracts so that each student is presented with a challenge appropriate to his or her level of development. The Office of External Programs retains administrative coordination and quality control over program consistency across the state. Thus a model plan for a centrally administered, statewide inter-institutional cooperative lifelong learning program which fully integrates adult development and learner needs is being developed, practiced, and evaluated in Vermont.

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Vincennes University
Vincennes, Indiana

Vincennes University, a comprehensive, community junior college is developing an outreach program for a new population of students. The Program for Adult Student Success (P.A.S.S.) helps welfare recipients, especially mothers receiving Aid to Families with Dependent Children payments, complete a one or two-year occupational or college transfer program, and subsequently find employment. Prospective students are identified and referred to Vincennes University by welfare offices and social service agencies in 11 Indiana and 4 Illinois counties. By pursuing advanced education and securing employment, the P.A.S.S. students enhance their personal growth, and reduce the necessity for public assistance.

Within the three-year grant 75 low-income adults enrolled in year one receive a variety of supportive services. Services provided on campus and through home visits include information about educational opportunities at Vincennes University; individual counseling; career counseling; bi-weekly group meetings; coordination of child care and transportation arrangements; student orientation; career workshops; study skills and tutoring assistance, and assistance with various applications. Upon completion of studies, the University helps each student locate suitable employment and maintains contact to evaluate the success of the program. University offices assisting the program staff include the Life-Career Resource Center, Admissions, Financial Aid, Learning Assistance Center, and the advisors of the particular programs of study.

Some of the direct, short-range outcomes expected are: 1) Information within the community about educational opportunities for low-income adults. 2) Enrollment of 75 low-income adult students by August, 1979. 3) Services-counseling, workshops, and orientation to help the students enroll in programs of study that appear to be realistic and satisfying, 4) The completion of an educational program by most of the students. 5) Upon graduation, employment in the student's major field of study. A longer range outcome will be using this program as a model for helping low-income adults improve their education and economic status. Other outcomes include: increase in self-esteem for program participants, savings in taxpayer dollars as people move from public assistance roles, and positive contribution to the community.

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Virginia State College
Petersburg, Virginia

In this decade, the question being increasingly asked by employers of graduates is, "A degree, and what else?" "What else" for employers translates into graduates who demonstrated work-related skills. Postsecondary education, when it has been concerned about students' acquisition of work skills, has focused almost exclusively on specific content skills based in academic disciplines, e.g., accounting, graphic design, with little attention given to the general work related skills required in all occupations, e.g., speaking, coordinating, planning.

Employers are concerned that graduates acquire both specific content and general work-related skills. This project is a cooperative effort by five Virginia postsecondary institutions to develop a national model for the acquisition of general work-related skills by students employed in on-campus jobs (e.g., Work-study). During the first year, the components required of the model program will be developed; during the second year, the model will be implemented and evaluated. Components include (a) descriptions of typical on-campus jobs by utilizing discriminating characteristics (b) an instrument for identifying work traits of student workers, and (c) a mechanism for matching jobs and students using job descriptions and work traits.

One outcome of the project is a program manual including these components and directions for implementing the model program at postsecondary institutions. The potential significance of the project is obvious since approximately 25% of all students are employed on campus. Millions of dollars of institutional and Federal funds support student employment. A program concerned with developing the educational potential of student employment will benefit both students and postsecondary institutions.

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Washington Center for the Study of Services
Washington, D. C.

Although there are immense differences in quality and costs among vocational training programs, very little information is available to help the prospective student select a program to meet his or her needs. As a result, vast amounts of money and many months of students' lives are wasted on programs that teach ineffectively, teach unneeded skills, and impose excessive charges. In addition, many students miss out on needed education because of mistaken assumptions about the unavailability of training programs, the time required to complete them, their costs, and the unavailability of student aid. The Washington Center for the Study of Services and the National Consumers League are jointly carrying out this 30-month project to attack these problems.

The project involves 5 primary activities. First, it is collecting evaluative information on postsecondary vocational training programs in the Washington, D. C., metropolitan area. The information includes (where possible) class times and duration of the program, admissions criteria, costs, refund policies, availability of student aid, qualifications of the instructors, adequacy of facilities and equipment, appropriateness of written materials, quality of the instruction, graduation requirements, dropout and flunkout rates, job placement rates, and career advancement of graduates. The programs being evaluated cover a spectrum of occupational fields from secretarial to auto repair to computer programming. Second, the project is disseminating the collected information, striving to maximize its availability to, and use by, potential enrollees in these programs. Third, the project is working to establish an organizational capability and funding sources so that the above two activities will continue in the future without Federal support. Fourth, the project is preparing guidelines showing other communities how to establish and operate similar information programs. Finally, the project is preparing recommendations to various regulatory agencies and interested schools on disclosure standards that would aid prospective students in making wise decisions about postsecondary vocational education.

This project will assist Washington, D. C., area vocational students to get top quality educational experiences, fitted to their needs and interests, at the lowest possible cost. It is expected to do so by providing a guide with comparative information to help students choose the schools that will best serve them, by making recommendations to regulatory agencies and interested schools about the types of information that will help students make good choices, and by stimulating market forces that will lead to the improvement or elimination of the worst schools.

It is also hoped that the project will assist vocational education students in other parts of the country by providing recommendations to State and Federal regulatory agencies about disclosure standards for vocational education institutions and by distributing a handbook documenting the data collection procedures used in this study so that interested parties can use them elsewhere.

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University of Washington
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Indians/tribes are increasingly responsible for the management of natural resources which produce income, goods and services for Indians and non-Indians. Recent court decisions and legislation such as the Indian Self Determination Act offer new challenges and opportunities for Indians to control their own destinies and reduce their dependency upon the Federal government. As the importance of tribal resources and Indian control of such resources grows, well trained Indian administrators are needed. Historically Indians have been underrepresented in the U.S. post secondary education system and presently there is a shortage of professionally trained and educated Indian administrators. This shortage threatens self-determination.

Attempts to provide professional education for Indians have tended to be either exclusively Indian oriented or essentially traditional approaches randomly incorporating Indians. Whatever the merits of these approaches they have failed to produce Indian administrators in sufficient numbers.

In response to this problem, the Graduate School of Public Affairs, in cooperation with the United Indians of All Tribes Foundation in Seattle, is developing a graduate program in tribal administration leading to a Master of Public Administration degree. The intent is to provide an educational experience enabling the learner to function effectively in the Indian and non-Indian environments. This program is tailored to meet the needs of Indian tribes and organizations while building upon the strengths of the existing curriculum.

The 1978-79 year is a planning phase and is the first year of a 3 year renewable grant. In addition to designing the program and recruiting students, the planning phase will include the development of special courses, workshops and instructional materials. The program is predominantly concerned with serving in-career Indians in the states of Alaska, Idaho, Montana, Oregon, and Washington. Participants will be nominated by their respective tribes and will spend a minimum of one year at the University with a subsequent component in the field.

The immediate outcome expected is the continued supply of professionally trained Indian administrators who are committed to the values and goals of the tribes for which they work and who can effectively interact with the external community and other government jurisdictions. Another short run objective is to facilitate a dialogue and interchange between Indian administrators and state and local government officials. The long term expected outcome is increased effectiveness in the management of tribal resources and the enhancement of Indians' ability to achieve tribal and collective objectives.

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University of Washington
Seattle, Washington

At the University of Washington professors in many disciplines have become concerned about their students' performance as writers. Problems most frequently noted in written work: shallow content, weak organization, imprecise phrasing, and faulty mechanics. Some professors are particularly worried because they realize that badly formed expression often reflects problems in thought. Yet they are not accustomed to analyzing expression problems or to commenting on them in the kind of detail that can give students the guidance they need. Students do receive detailed comment on their written work in our traditional English composition classes, but the kind of writing they do in those classes is commonly quite different from what is required in other course work and in later job-related activities. It is not possible within the structure of the traditional composition class to take adequately into account the problems of managing objective material and developing thought.

To approach these complex problems the University is now offering practical, intensive instruction in interdisciplinary writing classes. The special virtues of the new classes are engendered by the situation in which writing instruction is offered: the classes, known informally as "writing labs," are linked with lecture courses, so that teachers who have expertise in writing can work with students who share an investment in material, as well as actual purpose and a specific audience for which to write. Preliminary drafts of essays to be submitted in the lecture course are part of the required work in the writing class. When writing instruction is offered in the context of material that students are studying, the relation between form, content and purpose can be illustrated specifically. Furthermore, a student learns by working with complex material how in refining expression one refines his concepts, in effect, refines his thoughts.

During 1978-79, the second year of this two year grant, interdisciplinary writing classes established last year to accompany courses in History, Political Science and Sociology will continue, and the program will expand as new classes are developed. The new classes will include "Writing Lab/Geology 101" and "Writing Lab/Art History 202." All of the accompanied lecture courses are lower division surveys in which large numbers of students are enrolled. The writing labs carry the same amount of credit as the associated lectures, and they are limited to twenty students each: a lab constitutes an unusually well focused and productive learning situation, since there students actively manipulate material which is of common interest, and give critical attention to the ways relevant ideas are expressed.

The Interdisciplinary Writing Program also generates useful interaction between faculty who specialize in teaching writing and faculty in the subject disciplines. The writing teachers join lecturers and their teaching assistants in regular meetings, where they help to design assignments, define and analyze writing problems, and suggest practical, specific types of comments. We expect the association of writing labs with lecture courses to improve the response made to writing problems and, by increasing awareness of writing as learning experience, to bring about the assignment of more writing in lecture courses. We also expect to establish that instruction in expository writing is more effective when presented in the context of specific materials and writing occasions.

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Women entering the University of Washington, due to a lack of mathematical training, do not have the same options in choice of career as do entering males. Four years of high school math are required for admission to eleven of the sixteen major fields of undergraduate study at the University; however, of our 1976 first year students, only 28% of the females compared to 51% of the males had taken four years of high school mathematics. Many women go into education, one of the few fields that does not require four years of high school mathematics. Furthermore, they study very little math while enrolled at the University. They enter the educational profession lacking the background so important in conveying a positive attitude toward math, either to the students they teach or counsel. These students initially like math but grow to dislike it. And, as soon as math is no longer required, girls quit taking it. They go on to enter the University without the math background necessary to go into many fields of study. Many become teachers, and the cycle continues. The major goal of this project is to offer a program, the focus of which is to break this cycle.

The first year of the program consists of two phases. The initial phase focuses on improving thirty teachers' and counselors' attitude toward math as well as increasing their math ability. Rather than attempt to improve math ability through remedial training, which is all too often associated with a history of negative attitudes, the program proposes to increase math ability through the training of spatial visualization, an ability that is strongly correlated with math ability and one that is not presently emphasized in the school curriculum at any level. The counseling component helps students explore sexual stereotypes and social expectations as they have influenced their attitudes toward math. In addition, students are taught to identify and manage their own anxiety as it affects performance in this program. The second phase of the program focusses on the teachers' and counselors' interaction with students. The project staff and newly trained teachers integrate spatial visualization into the teachers' school math curricula and work with the counselors in making known to all students, particularly females, the importance of math training in their choice of future career.

The focus of this project will be to achieve both an improvement in attitude toward and ability in mathematics by improving the teachers' and counselors' spatial ability. Concomitantly the attitude of teachers toward the teaching of mathematics will improve as well as the counselors' attitudes concerning female ability to learn math. Spatial visualization will be incorporated into the existing school curriculum along with protocols for the math anxious student.

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Wellesley College /Project HERS
Wellesley, Massachusetts

The scarcity of women in positions of academic leadership in nearly all colleges and universities hinders the educational and motivational development of women students, who now constitute nearly half of all undergraduate enrollments. To increase the pool of women qualified to enter or to advance further in administrative positions in higher education, Project HERS designed and conducted a series of technical skills seminars for women faculty and entry to mid-level administrators in the New England area during the academic year 1977-1978. The 85 participants attended five weekend seminars at Wellesley College on the following topics: Fiscal Management, Organizational Behavior, Management Skills, Managing Infomation, Government and University Relations, and Career Goals. Also attending the skills program were three participant-observers from other regions who planned to replicate the seminar series in their own regions. Participants in the Administrative Skills Program gained visibility in their institutions through the letter of recommendation requred for admission and through assignments throughout the year which required that the person make contacts throughout the institution. Small study groups and workshops on career goals were held throughout the program to encourage and enhance the development of the participants into a support network of administrators.

A second series of the Administrative Skills Program will be held at Wellesley College starting in January, 1979 and finishing in the fall of 1979. The participants from Series I and Series II will meet several times during the time of the second series and shortly thereafter to increase the number of people involved in the support network.

An extensive evaluation is being conducted of Series I to determine if attending a series of technical skills seminars leads to an improvement or expansion of job descriptions, advancement in administrative positions and/or the development and subsequent use of a network of women administrators in the New England area. The 85 participants from Series I and a group of administrators who expressed an interest in the program but who did not attend will be followed for the three years of the grant to determine the effects of participation in such a program.

Training materials used in Series I and II of the Administrative Skills Program will be prepared as manuals during the final six months of the three year grant (Spring 1980) for dissemination to people interested in conducting similar programs in their region or institution.

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Wheaton College
Norton, Massachusetts

Like many small liberal arts colleges, Wheaton, with a student body of about 1100 women, has found increasingly uneven preparation in writing skills among its entering students. Faculty in many disciplines have complained about grammatical errors and even more about student inability to organize written work. The English Department, composed mainly of traditionally trained and tenured faculty, has felt a need to learn about some of the new, self-paced methods that can accommodate the widening range of student skills without introducing remedial sections of 100-level English. The Department has also been concerned about the regression of students when they no longer are in writing classes.

To deal with the initial teaching and the later regression, Wheaton is instituting a two-pronged program of faculty training and student tutoring. Last year (the first of two years funded by FIPSE), members of the English Department received training in laboratory classes run by an expert in the "Functional Writing" method and in an intensive two-week seminar in June. Student tutors recruited from the laboratory classes and a few from more traditional 100-level English courses were trained in a pilot course run by the English and Education Departments and began to do some tutoring.

In the coming year, faculty from other disciplines will also undergo classroom and seminar training, and more student tutors will be taught. In addition to running some sections that closely adhere to "Functional Writing," with its emphasis on organization, the expert will experiment with adapting some of the methods of "Functional Writing" to the more traditional 100-level courses taught at Wheaton, and will continue to devise diagnostic tests and exercises for use by the tutors.

Although the results of the program will not be completely measurable until one generation of students has worked under it, hopes are high. Members of the English Department will have a new resource for teaching students in 100-level English, and a network of 15 faculty in other major departments will have special training and be able to diagnose writing problems and call upon student tutors. A Wheaton student, during all her college career, will be able to get help with writing and thus avoid the regression that so often occurs where no ongoing support is available.

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The William Paterson College of New Jersey
Wayne, New Jersey

A significant number of the 300 four-year public colleges in America were converted from state teachers' college status to multi-purpose institutions during the 1960s, experiencing quantum growth in the process. As just such an institution, The William Paterson College of New Jersey came to recognize that: (1) we knew very little about our new and larger constituency except what conventional entrance requirements and diagnostic testing revealed; and (2) we knew less about the appropriateness and effectiveness of the General Education curricula introduced during the period of change and growth.

In 1975, and through the vehicle of a special Freshman Seminar program, we instituted a participant/observer project to produce a descriptive topology of entering learners at William Paterson. In the course of this project, we redefined our problem under two related rubrics: (1) As our entering freshmen have been alienated from learning and lack a personalized value system, they seek a false sense of ownership of their education in early specialization and a consuming focus on their majors. (2) The damage of this focus is reinforced by a fragmented General Education curriculum that does not prepare students to achieve the meaningful academic identity they seek, and is thus an inadequate transition to higher learning.

The new project seeks to articulate a set of General Education goals for entering four-year public college clientele, and to suggest some productive means for achieving them. Using the Freshman Seminar Program as a teaching/research vehicle, we are exploring the effectiveness of five distinct General Education course modalities developed in response to the needs of entering learners as identified in our preliminary topology: Futures Modelling, Master-Learner, Touchstone Text, Institutional Study, and Research Tutorial. In each project year, a random sample of one third of our entering freshmen take one course in two of the five modes. Regardless of mode, each class initially emphasizes the development of communication skills and the sense of community, and produces a written curriculum by the 6th week of the semester. Each mode is also designed to produce beneficial longitudinal effects such as increased fluency in the use of learning resources, capacity for self selection of educational goals and procedures, adaptability to a variety of learning situations, etc.

In subsequent years, comparisons will be made between students who took the special curriculum and those who did not. We expect to discover how to refine, weed out, and/or augment the five course modalities, and to diffuse our discoveries through the main portion of the College's General Education curriculum. In the process, and in cooperation with existing national efforts in assessment, we hope to contribute to the redefinition of effective General Education, a notion that often seems to elude precise formulation and measurement.

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University of Wisconsin - Stevens Point
Stevens Point, Wisconsin

The number of American Indians with professional training in Natural Resources is very small, and university level programs are not attracting or retaining sufficient numbers of Indian students in the field. Indian Tribes however, hold vast reserves of natural resources and are faced with the problem of contributing to the nation's needs for energy and materials, while maintaining a sound economic and environmental base for their reservation and people, and preserving their cultural values. Since very few non-Indian professionals on campuses or in state and federal agencies have working knowledge or even awareness of tribal traditions, the limited technical assistance available to tribes is often inappropriate or inadequate for the reservation situation.

UW-Stevens Point has an outstanding College of Natural Resources, a history of services to and involvements with Wisconsin Tribes, and an excellent program of academic supportive services. In addition, the campus attracts many American Indian students to its various majors, including Natural Resources. The grant from the Fund has enabled the university to provide a program that: 1) enrolls about 15 Indian students per year, with a retention rate of approximately 65%; 2) furnishes technical assistance in environmental matters to Indian Tribes; and 3) includes relevant courses and materials for Indian students in all majors while non-Indian students and instructors have opportunities to learn about the concerns, cultures, and contributions of tribal people.

In its third and final year, the program will continue to establish the needed and personal and academic student support services, develop meaningful courses and other educational experiences, and provide practical applications of classroom knowledge. The learner-centered approach focuses on the characteristics and needs of Indian students, while the curricular developments are accessible to all students and faculty. University professionals and project students make up technical assistance teams that go to the reservations on request to work with tribal governments in resource planning, management, and inventories.

The project will prepare American Indians to assume professional roles in the fields of Natural Resources, and will provide a revised curriculum for all students which will include the Native American viewpoint. Project developed materials and program descriptions are available for replication or adaptation by other institutions and/or in other courses of study.

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University of Wisconsin/System
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The purpose of this project is to create an ongoing process for information sharing about new approaches to undergraduate teaching in a multi-campus public university system. An Undergraduate Teaching Improvement Council with faculty and administrative representatives from each of the fifteen University of Wisconsin institutions sponsors ongoing intra- and inter-institutional information exchange and resource sharing, and provides a forum for addressing major teaching improvement issues before the System.

During the first year, the Council and staff have articulated project objectives; identified teaching improvement resources in the System (beginning with those developed through the Undergraduate Teaching Improvement Grant program); visited with key faculty and administrators at the fifteen institutions to discuss the institutional context and needs for teaching improvement; issued a catalogue of abstracts of the 121 Undergraduate Teaching Improvement Grant projects funded since 1971; and begun two major dissemination series in English composition and instructional uses of the computer, which will take advantage of the statewide Administrative Telephone Network in the first phase and regional workshops in the next phase. In addition, the Council did a thorough critique of the System Grant program and recommended improvements in it.

In the Council's second year, the efficacy of its multiple stage dissemination model is being tested, a range of dissemination activities is being undertaken, and the improvements in the System Grant program is being monitored. The Council continues its exploration of the incentives for improvement of undergraduate teaching, financial and otherwise. A new Council newsletter will give the University of Wisconsin System its first regular forum for an exchange of ideas and opinions about the undergraduate teaching enterprise.

The Council will be a permanent source of stimulation of teaching improvement and the project as a whole will be integrated into the spectrum of faculty development programming in the University of Wisconsin System. In a time of decreased faculty mobility, there is more value than ever in exploring the ways in which faculty in a large and diverse university system can share experiences and exciting new ideas which they have developed in their own classrooms. An important outcome will be to demonstrate an information sharing model which might be employed by other multi-campus systems, consortia, and regional combinations of public and private universities and colleges.

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Women's Enterprises of Boston
Boston, Massachussetts

Much attention has been paid to the large influx of women into the labor force and the advances made by women in gaining access to managerial positions. This has diverted attention from the fact that technical occupations which represent a lucrative, growing job market have been virtually closed to women. Although postsecondary schools and private industry are committed to actively recruiting and serving women, they have been unable to significantly increase women's participation in technical fields. Women currently represent only 5% of the nation's skilled craft and technical workers. Three-fourths of the openings in technical occupations will be due to growth not attrition, a fact which underscores the under-utilization of women workers.

The goal of the proposed project is to increase female enrollment in postsecondary technical institutions. Essential to the achievement of this goal is the involvement of three populations: prospective women students, postsecondary institutions offering technical programs, and private industry. Women's Enterprises, a non-profit organization devoted exclusively to non-traditional occupations for women draws on its past experience operating technical programs for women and in working cooperatively with local postsecondary schools and employers. In the first of a three year period, the project will establish an industry consortium, a technical school consortium, and a model technical counseling program for women.

The large pool of women who are dissatisfied in the low paying female job ghettos is the target population. Many of these women wish to make a career change into technical occupations, but lack the necessary information, counseling and education to make the switch. Participants are recruited through local media and are provided with a variety of services to assist them in exploring their interest and suitability for careers in technology. Many will seek admission to technical schools and ultimately to careers from which they have been excluded.

Employers and schools need assistance in adapting methods and developing programs which more effectively address women's needs. The formation of employer and school consortia establishes an ongoing formal mechanism for industry-education cooperation in gaining equal access for women. Each member institution will originate one project per year. Expanded evening programs, new recruitment methods, industry-school program partnership and flex-time schedules are some approaches the consortia will explore. A series of "Dialogues With Industry" will be held to exchange information between the three populations, in order to work together to broaden women's access to the growing technical job market.

Project ACT, a local catalyst, can also serve as a national model for collaborative approaches to improving women's access to non-traditional vocational preparation.

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Woodbury Associates
Montpelier, Vermont

Woodbury Associates, founded in 1975, addresses two problems: (1) the lack of career-related educational opportunities for adults in the law and human services; and (2) the inability of the present legal delivery system to provide sufficient low-cost legal services. In the first year of the grant Woodbury affiliated with a law school to offer the formal coursework. During the last two years, Woodbury has taken steps towards becoming accredited in order to offer the formal curricula on-site taught by the staff at Woodbury.

The Woodbury Program of Paralegal Studies trains thirty students per academic year in the skills necessary to pursue new careers as legal assistants. The training combines academic coursework with a practical internship in a lay office or public agency. The training focuses on the development of attainable competencies in substantive areas of the law; legal research and writing; investigation, interviewing and advocacy; and substantive legal areas. The program is designed to "demystify the law" for all participants and to assist people in resolving their own legal problems. Successful participants are awarded thirty academic credits.

Special features of this project include: (1) the introduction of Counseling/Human Relations training in the legal curriculum; (2) the introduction of an on-site legal clinic which serves as a laboratory for learning and a model for the delivery of low-cost, high quality legal services; (3) a clinical internship for third-year law students from Vermont Law School, which provides these students with opportunities to train as part of 'legal service delivery teams' with paralegals, to learn by teaching and to receive training in practical competency areas and counseling skills.

The objectives of this program include the development of a replicable model of competency-based education for new careers for adults that integrates academic and experiential learning; that provides for the training of law students and paralegal students in one interrelated setting; and the development of a replicable model for providing low-cost legal services to members of the community who are presently not receiving legal service.

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Worcester Junior College
Worcester, Massachusetts

The Industrial Laboratory As An Educational Resource is an attempt to use the numerous industrial laboratory facilities of the Worcester, Massachusetts, area as a means for improving the laboratory component of engineering technology education at the college and ultimately at any similarly situated college of engineering technology. Specifically, potential industrial cooperators are interviewed to determine what high technology hardware they may be willing to allow the college to use. Next, the industrial cooperator and the project director negotiate the form or forms that such an experiment will take. Next, the faculty member responsible for the particular subject area constructs a laboratory exercise with the assistance of a designated industry liaison. The final step involves actually taking groups of students through the laboratory exercise.

The effects of such an unorthodox laboratory program are as follows: a) it provides laboratory experiences which the college may find it impossible to provide; b) it produces significant economies in the acquisition of laboratory facilities and equipment; c) it allows students to work in a truly industrial setting rather than in an artificial academic context; d) it opens many possible avenues for the later employment of engineering technology students; e) it provides faculty with an easy means of acquiring state of the art skills; f) it makes the academic program at the college known to the industrial community.

A year of work on the grant has shown an eagerness on the part of industry to participate in the program with some thirty-three high technology companies contributing laboratory facilities, providing technical assistance, donating equipment, and assisting in the production of audio-visual materials. A laboratory manual for the program has been produced. Test groups of students have gone through the program; the second year of the program will see far more students performing laboratory exercises in the various industrial laboratories in order to test the viability of the program at full scale. It is hoped that the second year's effort will demonstrate that the trouble and cost of transporting students out of the college for selected laboratory experiments will be more than offset by the economies realized, by the enhanced learning which will take place, and by improved college-industry relations.

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Worcester Polytechnic Institute
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Worcester Polytechnic Institute (WPI) is a college which provides undergraduate education primarily in the area of engineering and science. To satisfy one of four degree requirements, WPI students must complete a project which focuses on and explores some aspect of the interaction between technology and society. This project is known as the Interactive Qualifying Project (IQP). Many of these projects deal with problems suggested by community agencies charged with responding to a wide range of social issues. Pilot experience indicates that the value and success of such projects is proportional to the extent to which agency personnel take an active part in the preparation of the students for the project, and in the co-advising of the project with the faculty advisor. The Fund project is supporting the development of means to more closely link the college with community agencies, and thereby to further develop the process of relating educational preparation to community problems and resources.

The objectives and activities of the program are:

1. To develop, with the cooperation of several local agencies, a number of off-campus project centers at which students may carry out Interactive Qualifying Projects.
2. To develop a college-to-agency linkage by the placement of a faculty member in an agency/project center for a period of work-centered orientation.
3. To develop an agency-to-college linkage by the hiring of professionals from the respective agencies as part-time adjunct professors.
4. To allow the development, by the faculty member and his/her adjunct professor agency partner, of materials and activities for the effective preparation and orientation of students who select their Interactive Qualifying Projects at a particular project center.
5. To enhance the quality of student and faculty experiences at the project centers through carefully conceived, on-campus preparation activities.
6. To make available to the participating community agencies the resource base of the college and the cooperative efforts of its faculty and students.
7. To document and disseminate the results of the program and thereby to encourage similar efforts by other colleges.

The project will strengthen the IQP concept and its further implementation not only in terms of wider exposure to social agencies but also through an increased sensitivity to social problems and to professional and social accountability. It will expose faculty and students to new stimuli for the potential application of their scientific and technical expertise.

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York College, CUNY
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The traditional methods of teaching composition have been unable to help large (and increasing) numbers of nontraditional college students. These students' speech is often nonstandard, so they have little intuitive understanding of standard sentence structure and grammatical forms; and the traditional kind of cognitive learning, where ideas are first learned in the abstract, and then (at least in theory) are simply put into practice, is ineffective against such deeply-ingrained nonstandard language habits.

During our first year of funding, the COMP-LAB project developed and refined a systematic basic writing course (the first in York's three-semester composition sequence). In the model course, a sharply decreased number of classroom hours is supplemented by a flexible schedule of independent work in an autotutorial laboratory. In the classroom, students work on *composing* (the rhetorical aspects of writing); in the laboratory, they work on *editing for correctness*, using self-teaching exercises we have created, based on recent English-as-a-Second-Language techniques. Because the laboratory work is autotutorial, it can be supervised by a paraprofessional (rather than an instructor), and the student can engage in an enormously larger amount of practice than would be possible otherwise. Significant savings in instructional costs should be realized.

Now that the COMP-LAB course has been developed, we are concerned in our second year of funding with two questions: Is it possible for the model course to be transferred to other settings? And to what extent does the experimental course help students to improve their writing? (1) We are developing transfer procedures and manuals, and supervising the operation of the COMP-LAB course at two other sites where it is being used, in New Haven and Minneapolis. The student populations at these two sites are sufficiently different from ours at York that we will gain valuable information about the suitability of the course for students with a wide range of backgrounds. We will also have a chance to solve the problems attendant on the transfer of a complex and highly systematic course. (2) The Exxon Education Foundation has supported a thorough evaluation of the COMP-LAB Project by a team of outside evaluators, headed by Professor Charles R. Cooper of SUNY/Buffalo. Students' writing will be evaluated holistically (for overall quality), and rates of errors will be counted.

This evaluation should enable us to say definitively how well the COMP-LAB course is able to improve students' writing, how cost-effective it is, and to what extent it is possible to transfer the course successfully. At the end of the project, we hope to have a systematic basic writing course which has been proved effective, and which can be replicated at other institutions without difficulty. Further, the COMP-LAB exercises will be made commercially available, so that individual instructors may nevertheless benefit from the project.

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Research/Consulting Firm: 3, 4, 38, 58, 76, 87, 124, 126, 162.

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Administrators: 7, 9, 16, 28, 30, 50, 52, 56, 58, 70, 76, 81, 88, 90, 91, 94, 114, 116, 124, 136, 141, 154, 166, 170.

Adults: 1, 2, 3, 6, 17, 19, 22, 23, 24, 27, 32, 35, 36, 37, 39, 41, 43, 47, 54, 59, 63, 75, 79, 80, 81, 82, 84, 86, 92, 95, 100, 103, 108, 121, 126, 129, 135, 148, 150, 157, 158, 159, 162, 172, 173.

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Blacks: 5, 17, 26, 28, 30, 42, 67, 80, 90, 95, 122, 142, 156, 161.

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Elderly: 24, 47, 92, 107.

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Rural Population: 22, 71, 95, 108, 121, 123, 153, 172.

Spanish-Speaking: 14, 15, 17, 28, 29, 33, 54, 61, 90, 122, 137.

Teachers: 45, 165.

Underprepared Students: 5, 8, 16, 62, 66, 67, 68, 90, 92, 100, 121, 125, 140, 142, 144, 156.

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Urban Population: 30, 67, 68, 92, 100, 101, 129, 155, 173.

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Women: 17, 19, 23, 49, 52, 53, 54, 61, 73, 82, 84, 92, 98, 101, 102, 109, 122, 123, 126, 132, 142, 150, 152, 160, 165, 167, 171.

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V. REGIONAL LOCATION AND IMPACT

REGION I	(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)	15, 27, 31, 56, 69, 85, 86, 87, 107, 109, 126, 127, 134, 136, 155, 159, 166, 167, 171, 172, 173, 174.
REGION II	(New York, New Jersey, Puerto Rico, Virgin Island)	12, 13, 14, 16, 17, 30, 33, 39, 45, 46, 59, 64, 65, 66, 67, 68, 77, 98, 100, 101, 122, 125, 128, 132, 137, 144, 145, 146, 147, 148, 149, 150, 151, 168, 175.
REGION III	(Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia)	2, 3, 5, 6, 7, 21, 23, 28, 35, 36, 38, 43, 82, 84, 99, 102, 103, 104, 120, 161, 162.
REGION IV	(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina Tennessee)	11, 26, 42, 51, 52, 73, 80, 88, 95, 121, 140, 141, 142, 156.
REGION V	(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)	9, 10, 24, 37, 40, 41, 44, 53, 55, 60, 62, 63, 72, 75, 81, 83, 91, 92, 93, 94, 96, 97, 113, 117, 124, 133, 135, 153, 157, 158, 160, 169, 170.
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REGION VIII	(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)	1, 32, 79, 108, 143.
REGION IX	(Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Island, American Samoa)	8, 18, 19, 20, 22, 25, 34, 47, 50, 57, 58, 74, 76, 90, 110, 119, 130, 138, 139.
REGION X	(Alaska, Idaho, Oregon, Washington)	29, 48, 89, 111, 112, 114, 115, 116, 118, 123, 131, 163, 164, 165.
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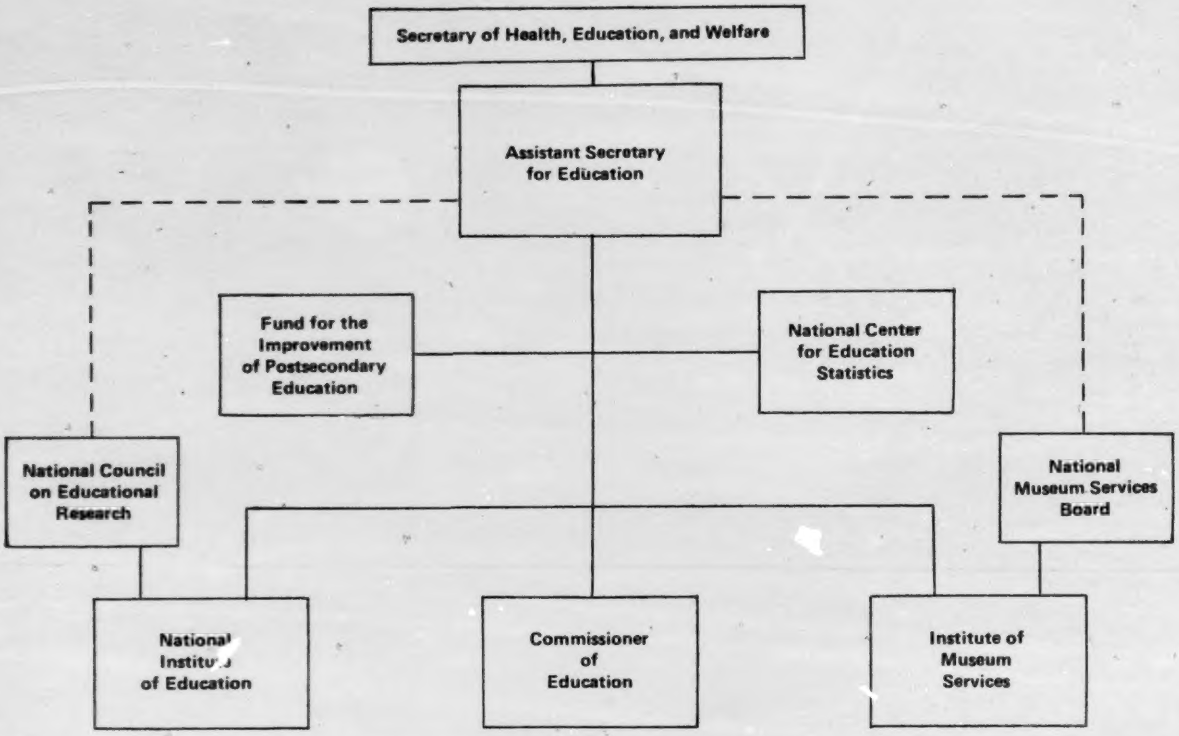
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